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AUTHOR	Hartl, David, Ed.; And Others
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ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts that do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains language arts curriculum materials for grades 4-6. Learning objectives are correlated to the Goals for Washington Common Schools and to broad K-12 language arts program goals. The arrangement of information is designed to allow districts to personalize the curriculum materials to meet their own educational programs. The format consists of a sequential list of student learning objectives related to a specific area of the language arts curriculum, followed by pages which feature one or more of the objectives and which include activities, monitoring procedures, and possible resources to be used in teaching the objectives. Suggested grade placement of the objectives and activities is indicated and, where applicable, the relatedness of an objective to other curriculum areas is shown. Broad scope areas for language arts for grades 4-6 include handwriting, language, written expression, listening, speaking, drama, literature, and spelling. (CM)

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December 1977

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SMALL SCHOOLS
LANGUAGE ARTS CURRICULUM

ED205328

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GRADES 4-6

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RC 012841

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

SMALL SCHOOLS

LANGUAGE ARTS CURRICULUM

4-6

Scope

Objectives

Activities

Resources

Monitoring Procedures

Working Copy
December 1977

This is a publication of the Instructional Programs Division of the Superintendent of Public Instruction, Olympia, Washington.

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Dr. Jack Frisk
Deputy Superintendent

Dr. Donald Hair
Assistant Superintendent
Instructional Programs Division

William Radcliffe, jr.
Director
Basic Education Section

Therese Destito
Supervisor
Small Schools Curriculum Project

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The Small Schools Student Curriculum Materials were written by a consortium of teachers and administrators from local districts, Educational Service District 189 and the office of Superintendent of Public Instruction.

Small Schools Planning Committee:
JoAnne Nelson, Coordinator, Small Schools Project, ESD 189
Dr. David Hartl, Assistant Superintendent, C & I, ESD 189
Robert Gilden, Administrative Assistant, Lake Stevens School District
Eugene Elledge, Assistant Superintendent, Monroe School District
Don Van Liew, Elementary Principal, Granite Falls School District
Robert Estes, Director of Curriculum, Lake Stevens School District
Ronald Crawford, Assistant Superintendent, Snohomish School District
Richard Reim, Elementary Principal, Stanwood School District
Dr. Donald Hair, Assistant Superintendent, SPI
Therese Destito, Supervisor, Small Schools Project, SPI

Language Arts Committee 4-8:
June Anderson, Teacher, South Whidbey School District
Jeanne Faraone Bartlett, Teacher, Arlington School District
Marilyn Brown, Teacher, Monroe School District
Beth Bernhard Campbell, Teacher, Stanwood School District
Bruce Cooley, Teacher, Sultan School District
Wendee Donovan, Teacher, Arlington School District
Dave Eldridge, Teacher, STanwood School District
Robert Fleming, Teacher, Lakewood School District
Kippy Fransson, Teacher, Granite Falls School District
Paul Gilbert, Teacher, Lake Stevens School District
John Hager, Elementary Vice-Principal, Sultan School District
Roy Harding, Elementary Principal, Monroe School District
Gary Haslett, Junior High Vice-Principal, Sultan School District
Herbert Hower, Middle School Principal, Arlington School District
Lyle Kellogg, Teacher, Arlington School District
Joyce King, Teacher, Sultan School District
David D. Lindemuth, Teacher, Monroe School District
Chris McLeod, Teacher, Lake Stevens School District
James Morse, Principal, Monroe School District
Don Nelson, Teacher, South Whidbey School District
Johnnie L. Pershall, Teacher, Darrington School District
Jane B. Peterson, Teacher-Librarian, Snohomish School District
Mary Riley, Teacher, Sultan School District
Willis Runquist, Elementary Principal, Lakewood School District
Frances J. Sanford, Teacher, South Whidbey School District
Harold Sigler, Teacher, Lake Stevens School District
Mary Smith, Teacher, Lakewood School District
Chuck Solem, Teacher Granite Falls School District
Sharon Solem, Teacher, Granite Falls School District
Gary Timmerman, Junior High Principal, Lakewood School District
Brownie Wilson, Elementary Principal, Stanwood School District

Language Arts Consultants:
Charles Blondino, Supervisor, Language Arts, SPI
Louise Markert, English Specialist, Seattle School District
Nancy McMann, Consultant, Language Arts, Shoreline School District
Rita Clark, Coordinator, Language Arts, Auburn School District
Ann Foley, Teacher, Edmonds School District
Sophronia Tomaras, Teacher, Tacoma School District

Many educators have been involved in the development of the Small Schools Curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition of his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

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Resource Personnel:

Terry Beatty, Cover Illustration and Illustrator, ESD 189
Meri Smith, Cover Design, SPI
Ron Dubuque, Coordinator, Instructional Materials Center
Ron Fernandes, Public Information Officer, ESD 189

Office Services:

Phyllis Wilson, Secretary, SPI
Evelyn Sigler, Secretary, ESD 189
Mary Richter, Editorial Assistant
Nancy French, Assistant
Marcia Calkins, Typist
Joan Crosby, Typist
Marilyn Lane, Typist
Janet Newell, Typist

Dr. David Hartl, Editor, ESD 189
JoAnne Nelson, Editor, ESD 189
Therese Destito, Editor, SPI

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INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island Counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies. Suggested activities, monitoring procedures and possible resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals.

On the following pages you will find the Small Schools Language Arts Curriculum Materials for grades seven through eight. Included are student learning objectives, suggested activities, suggested monitoring procedures and possible resources. These materials were developed during 1975-76, and were piloted during the 1976-77 school year in more than twenty small districts within the state. Pilot districts included the districts which originally developed the materials, as well as Methow Valley, Chelan, Entitat, Orondo, Leavenworth, Peshastin-Dryden, Washtucna, Wahluke, Royal City, Wilson Creek, Othello and Quincy. Personnel from ESDs 189 and 171 assisted with the implementation of the pilot materials by providing regional organization, coordination, technical assistance and secretarial services. Data collected from the pilot districts were used to modify the materials in preparation for publication and statewide distribution.

Original funding for the project was made available through a Title IV, Part C, grant awarded to the Lake Stevens School District. Technical assistance in the development of the winning proposal was provided by ESD 189 and SPI. Since November 1975, funds for the project have been made available through the budget of the Superintendent of Public Instruction, Division of Instructional Programs, ESD 189 and the office of the Superintendent of Public Instruction have worked cooperatively to provide participating districts with curriculum assistance, organization leadership, editorial services and the publication of materials. Curriculum specialists from Washington colleges, universities and local school districts also assisted with the development of materials.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the

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objectives. See page viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

Accompanying the Small Schools curriculum books are resource assessment booklets for reading, language arts and mathematics, grades K-3. Within each assessment booklet, test items are provided for a selected number of Small Schools objectives. The suggested test items may be used directly by teachers to assess student performance, or they may serve as models for other test items to be developed by the classroom teacher.

Another booklet containing only the Small Schools objectives is available. This booklet contains objectives for reading, language arts and mathematics, grades K-8, and for science and social studies, grades K-3. Also within this booklet are the program goals and the scope for each curriculum area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This Law requires districts to identify student learning objectives and to evaluate each student's performance related to the attainment of the objectives.) Contained within this book are many more objectives than any district would choose to identify as their SLO objectives. In order to provide districts with assistance in identifying objectives which might compose their SLO list, selected objectives are marked with an asterisk (*). These objectives have been selected with the understanding that they serve only as a model when using the Small Schools materials in helping district personnel meet the requirements of the SLO Law.

For more information concerning the SLO Law, see the Handbook for School District Implementation of the Student Learning Objectives Law available from the office of the State Superintendent of Public Instruction.

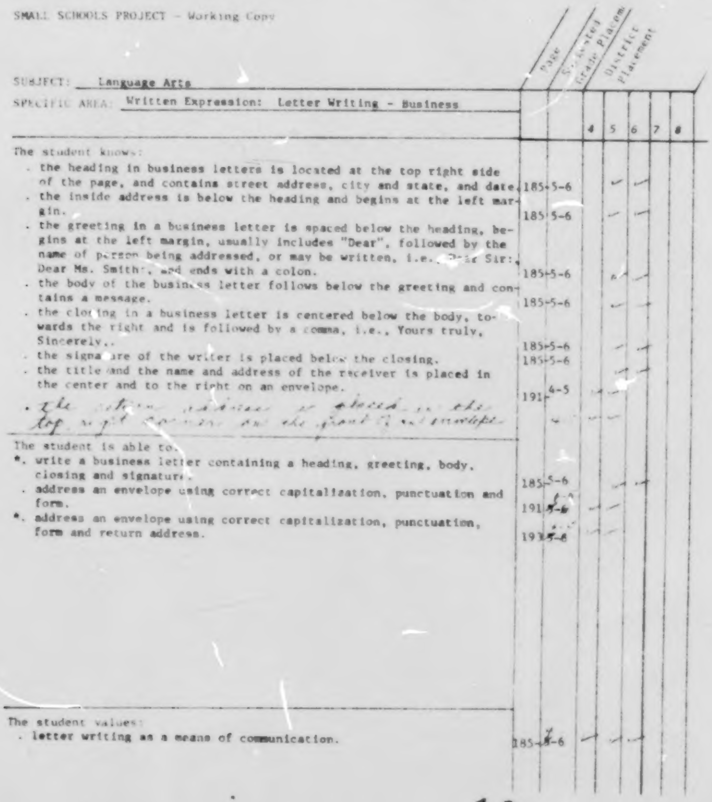
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing district to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Letter Writing - Business

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the heading in business letters is located at the top right side of the page, and contains street address, city and state, and date.	185	5-6		✓	✓		
. the inside address is below the heading and begins at the left margin.	185	5-6		✓	✓		
. the greeting in a business letter is spaced below the heading, begins at the left margin, usually includes "Dear", followed by the name of person being addressed, or may be written, i.e., Dear Sir:, Dear Ms. Smith:, and ends with a colon.	185	5-6		✓	✓		
. the body of the business letter follows below the greeting and contains a message.	185	5-6		✓	✓		
. the closing in a business letter is centered below the body, towards the right and is followed by a comma, i.e., Yours truly, Sincerely,.	185	5-6		✓	✓		
. the signature of the writer is placed below the closing.	185	5-6		✓	✓		
. the title and the name and address of the receiver is placed in the center and to the right on an envelope.	191	4-5	✓	✓			
. the return address is placed in the top right corner on the front of an envelope.			✓	✓			
The student is able to:							
*. write a business letter containing a heading, greeting, body, closing and signature.	185	5-6		✓	✓		
. address an envelope using correct capitalization, punctuation and form.	191	4-6	✓	✓			
*. address an envelope using correct capitalization, punctuation, form and return address.	193	4-6	✓	✓			
The student values:							
. letter writing as a means of communication.	185	4-6	✓	✓	✓		

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Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and possible resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-6

Student Learning Objective(s) A. The student is able to write a business letter containing a heading, inside address, greeting, body, closing and signature. B. The student values letter writing as a means of communication. C. The student is able to write a business letter containing a heading

Related Area(s) greeting, body, closing and signature.

State Goal	1
District Goal	
Program Goal	5,6,7

Suggested Activities: Grade(s) 5-6

Title: Writing a Business Letter
Group Size: entire class
Materials: paper, pencils, worksheet

Procedure(s):

- Copy the following exercise on a worksheet. Have the students tell what part of the letter is being described.
  - A. Heading
  - B. Greeting
  - C. Body
  - D. Closing
  - E. Signature
  - F. Inside Address

______ 1. The date the letter is being written.
______ 2. The name of the person writing the letter.
______ 3. The name of the person that is receiving the letter.
______ 4. The address of the person writing the letter.
______ 5. The message of the letter.
______ 6. The part where the writer is saying good-by.
______ 7. The part where the writer is saying hello.
______ 8. The address of the person receiving the letter.

- Have the students write a brief business letter, using the above exercise (corrected) as a guide.
- A check list that the students can use to evaluate letter writing.

Suggested Monitoring Procedures

Check student's work to make certain:

- the heading in a business letter is located at the top right side of the page, and contains street address, city and state, and date.
- the greeting in a business letter is spaced below the heading, begins at the left margin, usually includes "Dear" followed by the name of the person being addressed, and ends with a colon; i.e., Dear Ms. Smith:
- the body of the business letter follows below the greeting and contains a message.
- the closing in a business letter is centered below the body toward the right and is followed by a comma, i.e., Yours truly,
- the signature of the writer is placed below the closing.
- the inside address is below the heading, and begins at the left margin.

Possible Resources

District Resources

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objective

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows...". Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."
>
> Process Student Learning Objectives identify something the student is able to do, and begins with the words, "The student is able to...". These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.
>
> An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Definition of Format Terms

continued

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

* * *

Appreciation is extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

Additional appreciation is given to the pilot districts and ESDs 171 and 189 for their assistance in field testing and revising the Primary Small Schools Curriculum materials.

LANGUAGE ARTS PROGRAM GOALS
(K-12)

1. The student uses language effectively in interaction with others, gaining and improving speaking and listening skills in group communication process.

2. The student writes openly, creatively and clearly.

3. The student acquires, interprets and evaluates information through purposeful and critical observation and listening.

4. The student responds in subjective, analytic and evaluative ways to literature and the humanities as a reflection of the life, values and ideas of this and other cultures.

5. The student comprehends the printed material needed to succeed in educational, vocational and social interests and inquiries.

6. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.

7. a) The student adapts speech and writing to different purposes, audiences and communication forms. b) The student uses mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student expresses and interprets ideas, attitudes and feelings effectively in verbal and nonverbal ways.

9. The student knows that language adapts to the needs of people through time.

10. The student knows that one's experience in the world is given meaning and shape by his/her language.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

LANGUAGE ARTS
SCOPE (K-8)

PAGE

I. HANDWRITING
  A. Manuscript -- K-3
  B. Cursive -- 2-6 1

II. LANGUAGE
  A. Nature of Language -- 4-8 17
  B. Grammar -- 1-8 21
  C. Usage -- 1-8 53

III. WRITTEN EXPRESSION
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  B. Practical
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    . Plurals, Possessives -- 1-6 105
    . Sentences -- 1-8 119
    . Paragraphs -- 3-8 133
    . Outlining -- 4-8 151
    . Report Writing (Including Notetaking) -- 6-8
    . Proofreading -- 4-8 165
  C. Letter Writing
    . Social Letter -- 3-5 175
    . Business Letter -- 5-6 183
  D. Creative Writing -- 4-8 195

IV. LISTENING -- K-8 219

V. SPEAKING -- K-8 245

VI. DRAMA -- K-8 265

VII. LITERATURE
  A. Prose -- K-8 273
  B. Poetry -- K-8 307

VIII. SPELLING -- 1-8 .... Under Separate Cover

The previous numbered page in the original document was blank

SUBJECT: **Language Arts**

SPECIFIC AREA: **Handwriting**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
The student is able to:							
. master formation of letters, upper and lower case, and of Arabic numbers.	3-	4-6					
. write cursive letters with correct slant, spacing and size.	7-	4-6					
. write words and sentences legibly and efficiently using cursive form.	13-	4-6					
. use proper grip, posture and arm movement.	11	4-6					
. maintain legibility and efficiency when writing in manuscript and cursive form.	15	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 4-6

Student Learning Objective(s) Student is able to master the formation of letters, upper and lower case, and of Arabic numbers.

State Goal	8,9,10
District Goal	
Program Goal	2, 7B

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
	Teacher grade worksheets.	Handwriting manual.

Title: Practicing Formation of Letters Grouped According to Strokes

Group Size: entire class

Materials: worksheet of letters grouped according to kinds of strokes

Procedure(s):

- Teacher introduces the activity by writing the groups of letters on the chalkboard and explaining them.
- Students use worksheets to trace letters grouped according to strokes.
- They make their own practice list in space provided on worksheet.
- Students practice these groups of letters: undercurve, overcurve, retraced, downcurve, upper loop, lower loop, and combination letters.
- Students can do same exercise at chalkboard.

Examples of groupings:

Undercurve: i t u e w b r s f

Overcurve: a d g q o c

Retraced: d h m k n p s z

Downcurve: a c d g o q

Upper loop: l b f h k

Lower loop: g p j q

Combination letters: Two letters together, words using letters, etc., combinations of letters by likeness, combinations of letters by size.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Practice Forming Cursive Letters and Numerals to Achieve 100% Test Score Group Size: entire class Materials: pencil, notebook, 26 cursive and postscript guide cards (5"x8" approximately) Procedure(s): . Twice a week students use a guide card to copy lower case alphabet letters. . Teacher tests students at the end of the week by asking them to write the letters correctly from memory. . Students who get 100% correct begin practicing upper case letters. . Those who don't still get a percentage grade, but must continue practicing until they achieve 100%. . When students achieve 100% in upper case letters they begin practicing Arabic numerals. . When students achieve 100% on Arabic numerals, they are ready to work on joining letters correctly, size, slant, etc. . Repeat this activity with upper case letters and Arabic numerals.	Teachers observe errors in letter and numeral formation and helps students individually. Teacher gives percentage grades on tests. Teacher provides students with handwriting guide cards, one for each student.	Spelling Book Social Studies Book Old Hand Writing Manuals
Title: Writing Away Group Size: entire class Materials: chalkboard, transparency, pencil, paper Procedure(s): . In a series of lessons, have students practice forming the letters of the alphabet, capital and lower case. Variation: Using the board, demonstrate and discuss the proper formation of letters. . Using transparencies or worksheets, provide models for the students to copy and practice. . Use spelling words as part of a handwriting assignment.	Record work done if acceptable (according to teachers standards). Return any assignments not done neatly to be rewritten. Use self evaluation procedures so the students can determine acceptability of work and areas of greatest need.	District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to master formation of letters, upper and lower case, and of Arabic numbers.

State Goal	8,9,10
District Goal	
Program Goal	2, 7B

Related Area(s)

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources

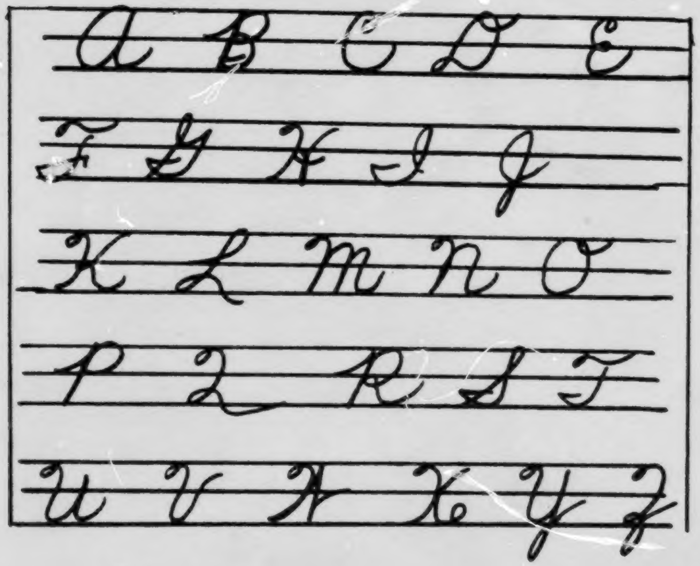
Title: Capital Letter Slant

Group Size: individuals, entire class

Materials: a lined worksheet with capital letters spaced far enough apart so students can copy (not trace) the correct form, pencil

Procedure(s):

- Student receives worksheet with capital letters (upper case) on it.
- Student then writes each letter several times, trying to develop the correct slant required of each letter.



A B C D E
F G H I J
K L M N O
P Q R S T
U V W X Y Z

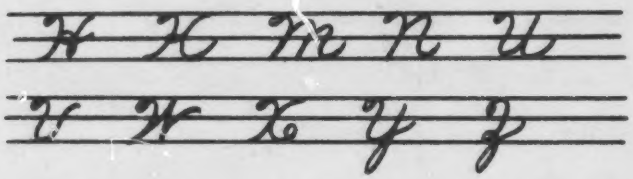
District Resources

Suggested Activities: Grade(s) ______

Title: Capital Letter Slant
Group Size: individual, entire class
Materials: lined paper, pencil (pen for older students)

Procedure(s):

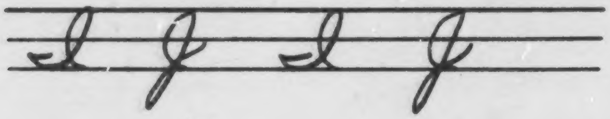
- Review ten cane-stem letters; H,K,M,N,Q,U,V,W,X,Y and Z.
- Instructions on the chalkboard or overhead projector will state "Write the eleven cane-stem letters on your paper several times."



Title: Capital Letter Slant
Croup Size: individual, entire class
Materials: lined paper, pencil

Procedure(s):

- Review the two upper-case letters that begin below the baseline. I, J.
- Instructions on the chalkboard or overhead projector will state, "Write the two upper case letters that begin below the base line. I, J."



Suggested Monitoring Procedures

Walk around the room, observing to see if students are actually making the cane-stem step and keeping the proper slant.

Circle those letters that begin with an improper stem.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write cursive letters with correct slant, spacing and size.

State Goal 8,10

District Goal

Program Goal 2, 7B

Related Area(s)

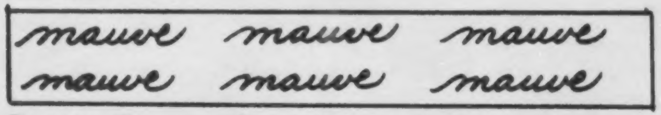
Suggested Activities: Grade(s) 4-6

Title:	Regulating Size of Letters and Figures.
Group Size:	individual
Materials:	lined paper, pencil

Procedure(s):

- A word is selected which doesn't contain any tall letters or stem letters such as f or d.
- The student repeatedly writes the chosen word, such as ocean or mauve, on a line across the page.
- Then the student writes the same word again above the word on the line.

  Example:



- Repeat the procedure without doubling the word on the line for words containing stem letters (t,d), tall letters (f,h), lower loops (g) and capital letters (J,P). Numbers may also be practiced without doubling.
- Repeat the exercise allowing the students to choose their own words to write, until the student's performance is satisfactory.

Suggested Monitoring Procedures

Observe the students, suggesting improvements in posture, grip and movement.

Have students rate themselves on the quality of their sizing, slant, spacing and letter shape.

Evaluate student papers, pointing out errors the student overlooked.

Scale for evaluating size, slant and spacing in writing cursive letters.

Circle a number on the scale from one to five after each question.

1 2 3 4 5

very irregular--------very regular

1. Is the shape of the letters uniform when repeated?

   1 2 3 4 5
2. Are upper loops the same height?

   1 2 3 4 5
3. Are lower loops the same length?

   1 2 3 4 5

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Letters - Slant, Spacing and Size

Group Size: entire class

Materials: worksheet of letters to practice in each of three groups (slant, spacing, and size), 5"x8" cards of alphabet letters in cursive and manuscript.

Procedure(s):

. Students practice forming the letters in each group using a 5"x8" alphabet card as a guide. Example:

SLANT

Observe the slant stroke in each letter.

a b c d

SPACING

Leave space between words for easy reading. Remember to start the beginning stroke of each letter almost directly under the ending stroke of the last letter of the preceding word.

This is good spacing between letters and words. Isn't it?

SIZE (Letters in size groupings)

Size refers to distance above baseline.

1 b f h k, A E and all other capitals.

2 l d p t

3 r s v w a c and the remaining lower case letters.

Suggested Monitoring Procedures

4. Are the stems the same height?
1 2 3 4 5

5. Are small letters the same height?
1 2 3 4 5

6. Are curved strokes rounded equally?
1 2 3 4 5

7. Is the space between letters uniform?
1 2 3 4 5

8. Is the space between words uniform?
1 2 3 4 5

9. Is the slant of the letters uniform?
1 2 3 4 5

10. Is the slant of upper and lower loops uniform?

Teacher discusses and demonstrates slant, spacing and size on board before students begin.

Teacher grades accuracy of writing.

Possible Resources

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write cursive letters with correct slant, spacing and size.

State Goal	8,10
District Goal	
Program Goal	2, 7B

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: A Word List for Handwriting Improvement (Use after students practice correct letter formation)

Group Size: entire class

Materials: worksheet of wordlist (all the small letters are used as beginning letters, and all except j, q, and v are used as terminal letters)

Procedure(s):

- Students copy part of list (left to right) for one lesson.
- Students check the first and last letter of each word for correct formation.
- Students check spacing of words across the page.
- The list may be used as a speed exercise after the pupil can write the words easily.

Follow-up:

- Students practice letters circled by teacher: (a) in groups of two or more letters (eee eeee) (b) in combination with other letters (eaea ea gege gege) (c) in words (idea idea)
- Students use several words in the list to make sentences.

Word List

attic	buzz	cuff	deck	enemy	fungi	guard
judge	know	loam	open	human	quill	sing
meter	ninth	tax	until	public	whip	x-ray
you	judge	zero	idea	riches	verb	

Suggested Monitoring Procedures

Teacher provides worksheet

Teacher circles errors.

Possible Resources

Monroe School District handwriting guide.

We Teach Handwriting, p. 113.

District Resources

HANDWRITING HELPS AND HINTS

Small letter groups

Under loop group

i | u i w c e

Hump group

n | h m n v x y z

Oval group

a | a d g q o

Extended group

l | t d p

Upper loop letters

l | b f l h k

Lower loop

j | g j p y z | q | q f

Tick check group

v | b o v w | r | r s

Figures

1 | 1 2 3 4 5 6 7 8 9 10

CAPITAL LETTER GROUPS

Direct oval group

O | O C E A D

Boat endings

T | B I G S T F

Cane group

H | H K M N W X U V Y Z Q

SMALL SCH[illegible]LS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student is able to write cursive letters with correct slant, spacing and size. B. The student is able to use proper grip, posture and arm movement.

State Goal 8,10

District Goal

Program Goal 2, 7B

Related Area(s)

Suggested Activities: Grade(s) 4-6

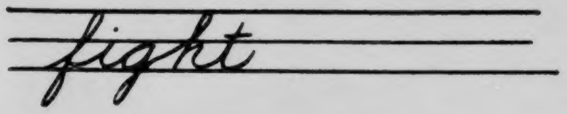
Title: Moving Along
Group Size: individual
Materials: pencil, paper

Procedure(s):

- Explain how to readjust the paper for proper angle and view of pencil point.
- Select a word which contains a lower case letter, an upper loop letter and a lower loop letter; fight is a good choice.
- Write the word on the top line, then write it on the second line, then the third and so on.
- When the bottom of the page is reached, begin again at the top line.
- Repeat the exercise for comparison, using another word if desired.
- Have students compare the uniformity of size and slant of letters on each paper, and between the two papers.

Variation(s):

- Allow the students to select the words to be copied, so long as the words contain the desired type of letters.



Suggested Monitoring Procedures

Observe the students to see if they are properly adjusting the paper for correct formation of the letters.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write words and sentences legibly and efficiently using cursive form.

State Goal 8,9,10

District Goal

Program Goal 2, 7B

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Build-A-Word
Group Size: entire class
Materials: worksheet (see example)

Procedure(s):

- Students make a word out of each three letter combination on worksheet.
- Students score work by adding the number of letters in each word they make up.

Follow-up:

- Students make sentences out of the words they made up.

Example:

	+	+	Now add one or more letters to make a word	Score· Number of letters in your word
b	bi	bir	birthday	8
f	fa	fam		
h	ho	hol		

Suggested Monitoring Procedures

Grade for number of letters.

Grade for legibility of words.

Possible Resources

Workbook - Creative Growth with Handwriting - Zamre, Bolser Publishers. p40

District Resources

uggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Practice to Achieve Legibility

Group Size: entire class

Materials: worksheet of lower case letters joined in pairs, worksheet of capital letters joined to words

Procedure(s):

- Teacher uses chalkboard to demonstrate the joining of letters in cursive writing.
- Students use worksheet for tracing and for copying on space provided on worksheet.
- Students save their own practice pages to compare progress.

Variation:

- Have students work at chalkboard.
- Have students write entire words using the pair combinations.

Example(s):

ba, bo, be, br, bl, Ba, Bo, Be, Br, etc.

- Students follow up the activity by using the words in sentences.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student is able to write words and sentences legibly and efficiently using cursive form. B. The student is able to maintain legibility and efficiency when writing in manuscript and cursive form.

State Goal: 8,9,10

District Goal:

Program Goal: 2, 7B

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: The True Test of Legibility
Group Size: individual
Materials: pencil, paper

Procedure(s):

- Have each student write a one paragraph response (three to six sentences) to a question of general opinion.

  "What do you think about...."
- Collect the paragraphs and store them for a full quarter or semester. Make no further reference to them.
- Near the end of the quarter or semester, distribute the papers in their uncorrected form. Give no student his/her own essay.
- Each student reads aloud the paragraph he/she has been given, or, he/she can attempt to neatly copy the paragraph without correcting any errors.
- Determine what kind of handwriting errors (and grammatical ones) create communication problems through class discussion.
- Capitalize on the interest to remind students of the value of careful penmanship and appropriate writing techniques.

RESOURCES

LANGUAGE ARTS - HANDWRITING

Texts (Published Series)

1. Marion Monroe, Writing Our Language, Bk. 1-3 (Glenview, IL.: Scott Forsman, 1969).
2. Peterson Handwriting, Adventures In Handwriting (N.Y.: MacMillan, 1975), Bk. 1.
3. A. E. Haan and B. C. Wierson. You Can Write (Boston: Allyn & Bacon, 1965), Bk. 1-2.
4. Morton Botel, Spelling and Writing Patterns (Chicago: Follett, 1965), Bks. a & b.
5. Walter Barbe, et al. Creative Growth With Handwriting (Columbus: Zaner Blaser, 1975), R, Gr. 1-3.
6. Rebecca Townsend. Imaginary Line Handwriting (Austin: Steck-Vauglin, 1972).
7. Louise Binder Scott. My First Handwriting Book (N.Y.: McGraw Hill).
8. Warren T. Johnson. The Johnson Handwriting Program (Cambridge: Educators Pub. Service, 1959).

SUBJECT: **Language Arts**

SPECIFIC AREA: **Language: Nature of Language**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. **language is a system of symbols which represent concepts or ideas, and may be a sound, word phrase, object or behavior.**		4-8					
. **language is used to communicate, to give meaning and shape to experiences and to clarify ideas and concepts.**		4-8					
. **there are many types of language, i.e., finger spelling, sign language, Morse Code, computer languages.**		4-8					
. **words have origins in history and may change over time.**	19	6-8					
. **language reflects a changing culture and is shaped or determined by the culture's attitudes and values.**	19	4-8					
. **the appropriateness of formal and informal language depends on the situation.**		4-8					
. **words and phrases have both denotative and connotative meanings.**		4-8					
. **a standard dialect is generally defined as the speech of those most influential in the social economic, educational and media areas.**		4-8					
The student is able to:							
. **recognize dialect variations, i.e., pronunciation, rhythm, inflection, distinctive expressions.**		7-8					
. **adjust his/her language to various purposes, audiences and communicative forms.**		6-8					
. **recognize language that is designed to influence people, i.e., advertising, government.**		4-6					
. **use words and phrases that have both denotative and connotative meanings.**		6-8					
The student values:							
. **reading, writing, speaking and listening.**		4-8					
. **the use of words, while recognizing their limitations.**		4-8					
. **language variations, i.e., native language, dialects and other variations.**		4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows words have origins in history and may change over time. B. The student knows language reflects a changing culture, and is shaped or determined by the culture's attitudes and values.

State Goal	1,6
District Goal	
Program Goal	6,9,10

Related Area(s) Origin of words

Suggested Activities: Grade(s) 6	Suggested Monitoring Procedures	Possible Resources
Title: First and Surnames Group Size: entire class Materials: transparencies or chalkboard Procedure(s): . Either on transparencies or on the chalkboard, make separate lists of the students' first and surnames. Ask the students if they know the meanings of their names. Gary, Debbie, Cindy, and other abbreviated names should be amplified to derivations. Students with foreign names can perhaps learn the English counterpart or the entire meaning from their parents. . The teacher can show the students how surnames were made and then put the root names such as; smith or mason on the board and have students make names from them. Example: Mason - stonemason, brickmason Smith - working in a shop forging metals by hand . Ancient literature such as the Bible and the Koran often have examples where the origin of the names is given in the writing. With encouragement, students may be able to give some of these. . Robin Hood and Shakespeare's plays often supply an interesting source of the origin of names.	Great care must be taken to see teasing or ridicule is not given any student about his/her name or names.	Books: They Gave Their Names The Romance of Names Your Surname, Sir First Names First all by Richard Boning Barnell Loft Patterns of Language (Teacher's Edition) Martin and Olson American Book pages 18-21 Bible World of Vocabulary, Reuich, Clements, Learning Trends Globe pages 27 - 37
Title: History of Words Group Size: entire class Materials: pictures of historical places: Tower of London, rivers with American Indian, French, Spanish names; canyons, arroyos, mesas.	The teacher might ask several students to bring their current history or social studies books.	

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Procedure(s):

- Show pictures of historical places and ask students to help make a list on the chalkboard of words that originated from them, i.e., riverboat, portage, canoe.
- Show pictures of sports with historical origins - (LaCrosse), and initiate a discussion concerning their origin and their eventual name: LaCrosse - French named by Indian origin.
- Show pictures of areas that have historical or foreign language names: canyons, arroyos, battlefields, mesas, and discuss.
- Read selected portion of the Bible and have students attempt to find changes in words from 1600's to the present.

District Resources

SUBJECT: **LANGUAGE ARTS**

SPECIFIC AREA: **LANGUAGE: Grammar: Parts of Speech**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. a noun names persons, places, things or ideas.	23-	4-5					
. a pronoun is used in the place of a noun.	29	4-6					
. adjectives are words that modify nouns and pronouns.	31	4-6					
. verbs are words used to express action or state of being.	33-	4-6					
. most adverbs modify verbs, adverbs and adjectives.	37	5-8					
. some adverbs modify adverbs and adjectives.	37	6-8					
. prepositions are words which identify place or direction, i.e., on, up, over, across, in, from.	37	5-6					
. prepositional phrases always begin with a preposition and end with a noun.		7-8					
. prepositional phrases can function as adjectives or adverbs.		7-8					
. conjunctions are words that join words, phrases and clauses, i.e., and, but, or neither, nor, either, both.		7-8					
. interjections are words that express strong feeling, i.e., wow, oh, ouch.		7-8					
The student is able to:							
. identify nouns by their singular and plural forms.	25-	4-6					
. identify nouns by their signals (determiners) and by their position.		7-8					
. distinguish between the various kinds of nouns: common and proper.	43	4-6					
. identify pronouns.	29	4-6					
. identify adjectives.	31	4-6					
. identify adjectives by position and by variant forms.		7-8					
. identify verbs.	33	4-6					
. identify verbs by form and position.		7-8					
. identify adverbs.	37	4-6					
. identify adverbs by position and meaning.		7-8					
. identify prepositional phrases.		7-8					
. identify nouns, verbs, adjectives, adverbs and combine them to form sentences.	41	4-6					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-5

Student Learning Objective(s) The student knows a noun names persons, places, things or ideas

State Goal 1,8,10

District Goal

Program Goal 2,5,7

Related Area(s) Art

Suggested Activities: Grade(s) 4-5

Title:	Picture a Noun
Group Size:	entire class
Materials:	old magazines, catalogs, 12" x 18" or 18" x 24" contruction paper (one per each student)

Procedure(s):

- Using old magazines or catalogs, have students cut out colored pictures representing persons, places, things, and ideas. Students should have three pictures for each heading.
- Have each student assemble the pictures in collage form on a large sheet of construction paper.
- On the back, have each student list the pictures under the proper heading: Persons, Places, Things, Ideas.

  There should be three listings under each heading.

Suggested Monitoring Procedures

Teacher circulates among students and helps them make their own decisions about picture selections.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a noun names persons, places, things or ideas.

B. The student is able to identify nouns by their singular and plural forms.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

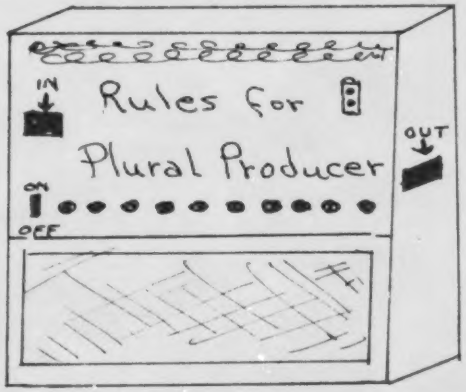
Suggested Monitoring Procedures

Possible Resources

Title: Plural Producer
Group Size: entire class
Materials: large cardboard box

Procedure(s):

- Find a cardboard box large enough to hold a student in sitting position.
- Have the students decorate the box to look like a computer, cutting a slot in each side. Label one slot IN; the other, OUT.
- Write the rules for forming plurals on the outside of the "machine".
- When it is ready, students put singular nouns into the IN slot, and the machine returns plural nouns.
- When a student feels he/she knows the plural rules, he/she may try being the "brains" inside the box.
- He/she may be replaced when he/she makes a mistake.



District Resources

C1

60

Suggested Activities: Grade(s) ______

Title: Changing Single Nouns to Plural Nouns
Group Size: entire class
Materials: chalkboard

Procedure(s):

- Copy the following list on the chalkboard.
- Discuss and apply the rules for changing singular nouns to plural while going through the list with the students.

1. donkey ____________
2. goose ____________
3. sheep ____________
4. mouse ____________
5. fox ____________
6. ox ____________
7. boy ____________
8. berry ____________
9. goat ____________
10. horse ____________

Variation:

- Use an overhead projector to list the words for review and change.
- Write additional nouns on a worksheet for the students to change to the plural form. Also have them write sentences using the two forms for each word.

Title: Hot Potato
Group Size: entire class (2 teams)
Materials: bean bag, list of singular nouns on chalkboard

Procedure(s):

- Divide the class into two teams facing each other.
- Write on the chalkboard a long list of singular forms of nouns such as aunt, block, child, corner, dime, flower, horse, lady, man, goose, foot, woman, etc.
- To begin the game, the first student on team one calls out a word from the list as he/she throws the bean bag (hot potato) to a student on team two.
- The student catching the bean bag gives the plural form as quickly as possible, and immediately calls out another word from the list while throwing the bean bag to a student on the opposite team. Play continues back and forth from team to team.

Suggested Monitoring Procedures

Observe class involvement during discussion.

Possible Resources

Mukilteo Schools 8-29

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a noun names persons, places, things or ideas.

B. The student is able to identify nouns by their singular and plural forms.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

- Students unable to give the plural form of a word must move to the opposing team.
- When the game ends, the team with the fewer players is the winner.

Title: Relay Game
Group Size: entire class (two teams)
Materials: four traffic type cones, overhead projector

Procedure(s):

- Teacher should obtain a list of words, some nouns, some not.
- Divide the class into two teams.
- Each team should have two cones, one marked "yes" and one marked "no".
- Each team lines up behind a starting line with their cone 20 to 25 feet away. Cones should be lying on their sides.
- Teach will give, or display, a word on the screen.
- First person in line runs to the cone, sets up a "yes" or "no" cone if the word is/isn't a noun, then runs back to his/her line. (Lay cones on sides after each run.)
- First team to correctly identify the word is given one point.
- First team to reach a set number of points wins the game.

Variation(s):

- Format can be used to review and reinforce ability to distinguish between nouns, verbs, adjectives, adverbs. Divide group into two or more teams. Mark each of four cones N., V., Adj., Adv.

Suggested Monitoring Procedures

Observe group in action, note and record students who seem to be having trouble identifying simple part of speech used.

Possible Resources

Tacoma Public Schools, pp. 4, 11, a.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Flash word on overhead. See above for completion of game. . Label cones Singular and Plural, and have the students play the game with a list of singular and plural nouns.		
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that a pronoun is used in the place of a noun.

B. The student is able to identify pronouns.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Pronouns and Nouns

Group Size: small group or entire class

Materials: a piece of paper pinned on each student, a pencil to be carried at all times by members of the group

Procedure(s):

- Purpose: to become aware of pronouns, especially YOU.
- For one day the class may not use the word YOU.
- Each time a person uses that word (YOU) the first person to "catch" him/her (within the room, on the playground, at the lunch table, etc.) gets to mark his/her (the person using "YOU") tag.
- At the end of the day the person using the word YOU the least number of times gets a prize. (Teacher has a tag, too).

Suggested Monitoring Procedures

Possible Resources

A Collection of Language Activities
Shoreline School District

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows adjectives are words that modify nouns and pronouns. B. The student is able to identify adjectives.

State Goal	1,3,10
District Goal	
Program Goal	2,5,7

Related Area(s) ______________________________

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources

Title: Adjective Expansion
Group Size: small group, entire class
Materials: worksheet

Procedure(s):

. Have students make these sentences grow by adding modifiers (changers or explainers) to make each sentence more descript. Write the modifier on the lines with the arrow. On the long line, write the complete new sentence.

1. The actor likes the play.
   ↑ good ↖ exciting

   The good actor likes the exciting play.

2. Bill is a player.
   ↑ ________

   ______________________________________.

3. The piano is in the room
   ↑ ________ ↖ ________

   ______________________________________.

4. The girl completed the assignment.
   ↑ ________ ↑ ________

   ______________________________________.

5. He is a teacher.
   ↑ ________

   ______________________________________.

District Resources

Suggested Activities: Grade(s) ______

6. I am a singer.
↑________
____.

7. My drink is in the glass.
↑________ ↑________
____.

8. Turn right at the building on 3rd street.
↑________
____.

9. I read a book.
↑________
____.

10. Did you see the woman with the purse?
↑________ ↑________
____.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SC LS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows verbs are words that express action or state of being. B. The student is able to identify verbs.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: To Increase Awareness of Verbs
Group Size: small group, entire class
Materials: none

Procedure(s):

- One of the players volunteers or is chosen to be the "victim".
- While he/she is out of the room, the rest of the group agrees on some verb, such as talk, sing, eat, dance, etc. to be represented by the word "coffeepot".
- When the victim returns, he/she asks questions of the players in rotation, using "coffeepot" to stand for the verb, in an effort to find out what it is.
- It is his/her job to devise questions that will lead him/her to the verb in the shortest possible time. The players for their part, must answer the questions truthfully in accordance with the meaning of the verb they have chosen.
- Suppose, for example, that the verb SING has been selected. The interrogation might proceed as follows:

Q. Can everyone coffeepot?
A. Well, that depends on what you call coffeepotting.
Q. Can you coffeepot with other people?
A. Oh, yes.
Q. Can you coffeepot alone?
A. Yes, indeed.
Q. Do you need special equipment to coffeepot?
A. No special outfit is needed, if that's what you mean.

Suggested Monitoring Procedures

Possible Resources

A Collection of Language Activities, Shoreline School District

District Resources

Suggested Activities: Grade(s) ________

The game proceeds in this way until the victim guesses what the verb is. He/she is penalized one point for every wrong guess, and for every question he/she has to ask before he/she guesses right. The next victim is the one who has given the answer that enabled the first victim to guess the correct verb.

Title: Action Theater
Group Size: entire class
Materials: paper

Procedure(s):

- Review the form class VERBS. Remind students that many verbs are action words.
- Pass around a basket holding slips of paper naming verbs.
- Each student picks a piece of paper and prepares to act out the verb he/she has chosen.

choose
sing
choke
listen
sail
break
jump
snore
drink
destroy
misbehave

teach
revolve
sling
howl
classify
build
ache
gossip
whisper
depart
scold

travel
awake
learn
hide
assist
zip
injure
discover
float
flirt
wiggle

Suggested Monitoring Procedures

Possible Resources

Kid's Stuff, Forte, Imogene
Reading and Language Experiences,
Intermediate Jr. High,
Incentive Publications, 1973

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows verbs are words used to express action or state of being. B. The student is able to identify verbs.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

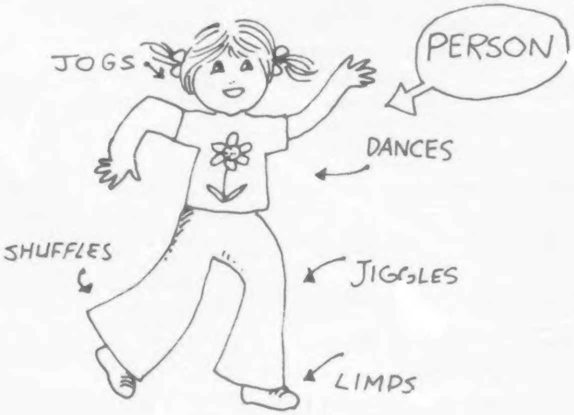
Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: What Does It Do?
Group Size: entire class
Materials: chalkboard

Procedure(s):

- One student is chosen as "IT" and stands with his/her back to chalkboard.
- A student writes a "mystery" noun on the chalkboard and then erases it.
- The rest of the class thinks of verbs that identify the actions of the noun.
- "IT" asks the question, "What does it do?" His/her classmates take turns giving verbs:
  Example:
  DOOR opens, closes, slams, locks, squeaks, etc.
  TRAIN whistles, rattles, speeds, stops, creaks.
  FIRE crackles, burns, consumes, smokes, destroys.
- "IT" tries to guess the noun, and when he/she does so, the person giving the last verb becomes "IT".



Suggested Monitoring Procedures

Possible Resources

Kid's Stuff, Forte, Imogene
Incentive Publications, 1973

District Resources

Suggested Activities: Grade(s) ______

Title: Verb Forms and Usage
Group Size: small groups, entire class
Materials: cards, paper, chalkboard

Procedure(s):

- Write several simple sentences on the board. Underline the simple verb. (The train arrived.)
- Have one student read the sentence aloud slowly. When the student reaches the verb, have the entire class join in saying (or acting out) the action verb.
- This activity can be continued using more complicated sentence structure.

Variation(s):

- Activity can also be used with other parts of speech.
- Write simple sentences on the board. Omit the verb, or other part of speech, have student read the sentence, placing and identifying the missing part of speech.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows most adverbs modify verbs, adverbs, and adjectives. B. The student knows some adverbs modify adverbs and adjectives. C. The student is able to identify adverbs.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) ________

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources

Title: Adverb
Group Size: entire class
Materials: worksheet

Procedure(s):

- Copy the following exercise on a worksheet for the students to complete.
- On the line with the arrow, write a word or phrase that expands the meaning of the verb by telling how the action was done. On the long line, write the complete new sentence.

Example: The coach walked
↑ slowly

1. The band marched down the street.
↑ ________
________________________.

2. She gave the prize to me.
↑ ________
________________________.

3. He read the book.
↑ ________
________________________.

4. He accepted the reward.
↑ ________
________________________.

District Resources

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Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

5. She drew the picture.
↑______

______________________________.

6. The woman spoke in church.
↑______

______________________________.

7. We hid the ball in the drawer.
↑______

______________________________.

8. The jeweler decorated the crown.
↑______

______________________________.

9. He spoke to the principal.
↑______

______________________________.

10. The students worked on their assignments.
↑______

______________________________.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-6

Student Learning Objective(s) The student knows prepositions are words which identify place or direction, i.e., on, up, over, across, in, from.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 5-6	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to identify nouns, verbs, adjectives, adverbs, and combine them to make sentences.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: It's in the Bag
Group Size: small group, entire class
Materials: four large brown paper bags, paper, pencil

Procedure(s):

- Prepare four large, brown paper bags with the labels: NOUNS, VERBS, ADJECTIVES, ADVERBS.
- Distribute four pieces of white paper (approximately 5" x 18") to each student, asking the class members to contribute at least one of each kind of word to its proper bag. Encourage them to use their imaginations in choosing a great variety of nouns, verbs, adjectives and adverbs.
- When the paper bags are ready, allow four students at a time to form a sentence by choosing one word from each bag.
- The team reads the sentence (adding any necessary structure words) and may change places, if they can show the class another sentence using the words in a different order.
- Continue calling on four more students in the same manner.

Variation(s):

- To develop more complex sentences, send more than four students at a time to show sentences with more than one adjective or adverb with compound verbs, etc.

Suggested Monitoring Procedures

Possible Resources

Kid's Stuff, Forte, Imogene
Reading and Language Experiences, Intermediate, Jr. High
Incentive Publications, 1973

District Resources

The student is able to identify parts of speech (noun, verbs, adjectives, adverbs, prepositional phrases and pronouns) and combine them to form sentences.

Student Self-check	Goals	Frequency		
		Usually	Sometimes	Rarely
	1. Pronouns are used correctly			
	2. Adjectives are correctly placed in the sentences.			
	3. Adjectives are used effectively			
	4. Proper adjectives are formed correctly from proper nouns.			
	5. Adverbs are correctly used in sentences.			
	6. Adverbs are used effectively			
	7. Adjectives are used to expand patterns.			
	8. Adverbs are used to expand sentence patterns.			
	9. Prepositional phrases are used to expand sentence patterns.			

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to distinguish between the various kinds of nouns: common and proper.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: Who Am I?
Group Size: entire class
Materials: paper, pencil, worksheet

Procedure(s):

- Copy the following exercise on a worksheet for the students to complete:

Study these nouns:

girl--------Jane
dog---------Spot
holiday----Thanksgiving
city-------Chicago
book-------Smiles

country---------France
month-----------July
state------------Ohio
day-------------Monday

- Why does the second noun in each pair begin with a capital letter? These words are names of special persons, places or things. We call them proper nouns. They always begin with capital letters. The first noun in each pair is a common noun.
- Write common and proper nouns that could fit in the blanks below. The first sentence is done for you.

1. My name is Tom.
2. I live in the ____ of ____.
3. I have a______named_____ and a______ named ________.
4. On________we go to_________.
5. The_______I like best is__________.

- Answer the following two questions with complete sentences. Remember to include proper nouns and to capitalize them properly. (Teacher leave space for answers on worksheet).

Suggested Activities: Grade(s) ______

What television shows do you like to watch? Write four or five sentences telling about the television show you like best.

My Favorite TV Show

Suggested Monitoring Procedures

Possible Resources

District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Language: Grammar - Sentences

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a sentence consists of subject and predicate.	47-	4-6					
. a simple sentence consists of one independent clause.		7-8					
. a compound sentence consists of two or more independent clauses.		7-8					
. a complex sentence consists of one independent and one or more dependent clause.		8 +					
. that word order is essential to meaning in English sentences.	51	4-8					
. sentences can be classified into patterns according to the structure of the sentence.							
Pattern I — The fire burns. (subject, verb)		7-8					
Pattern II — The dog bit the man. (subject, verb, object)		7-8					
Pattern III — My dog is a collie. (subject, verb, and subjective complement)		7-8					
Pattern IV — The air is cold. (subject, verb, adjective complement)		7-8					
Pattern V — Bill gave the dog a bone. (subject, verb, indirect object, direct object)		7-8					
Pattern VI — The class elected Bob president. (subject, verb, object, objective complement)		7-8					
The student is able to:							
. recognize a complete sentence.	47	4-6					
. identify the subject and predicate in a sentence.	49-	4-6					
. recognize subject-verb agreement in sentences.		4-8					
. use terminology to identify sentence patterns.		7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______

Suggested Objective Placement 4 - 6

Student Learning Objective(s) A. The student knows a sentence consists of a subject and a predicate. B. The student is able to recognize a complete sentence.

State Goal 1,8

District Goal

Program Goal 3,7,8

Related Area(s) Language Arts - Written Expression: Sentences

Suggested Activities: Grade(s) 4-6

Title: Making Complete Sentences
Group Size: entire class
Materials: chalkboard, worksheet, paper, verb cards (colored paper with verb phrases written on each)

Procedure(s):

- Prepare verb phrase cards:
  Examples:
  has big feet.
  likes to growl.
  eats leaves from trees.
  are huge and flat.
- Write incomplete sentences on the board (or on a worksheet).
  Examples:
  Bigfoot____________________.
  Bigfoot__________________.
  Bigfoot________________________________.
  The feet of a bigfoot are________.
- Have the students match the verb phrase cards with each sentence starter.
- Have individual students read a sentence including a verb of their choice.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 6

Student Learning Objective(s) A. The student knows a sentence consists of a subject and predicate.

B. The student is able to identify the subject and predicate in a sentence.

State Goal	1,8
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Watch a Sentence Grow!
Group Size: entire class
Materials: paper, marker

Procedure(s):

- Cut five (or more) pieces of paper 12" x 36".
- Use a marker to print very simple sentences at the top of each sheet.
- Each student expands each one of the five sentences by adding his/her own words and phrases.
- Student writes own expanded sentences under the original sentence in each column.
- As a follow-up activity, students may write their own simple sentences and trade with one another for more practice in expanding sentences.

Example: The team made a touchdown.

1. The losing team made a touchdown.
2. The losing team made a last minute touchdown.
3. The losing team excitedly made a last minute touchdown.
4. The losing team excitedly made a last minute touchdown and won the game.

The team made a touchdown.	He chased the man.	Mother cooked supper.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 6

Student Learning Objective(s) A. The student knows that word order is essential to meaning in English sentences. B. The student is able to identify the subject and predicate.

State Goal	1 ,8
District Goal	
Program Goal	3,7,8

Related Area(s) Language Arts - Written Expression: Sentences

Suggested Activities: Grade(s) 4-6

Title: Word Order
Group Size: pairs
Materials: paper, pencil, pen

Procedure(s):

- On a sheet of paper have students write five subjects. These may be persons, places, things or ideas (nouns).
- Have students group in pairs with one reading his/her list of nouns, one by one, to the other.
- Have the other student add a predicate to each subject.
- Have the students write down the most interesting sentences and share them with the class.

Suggested Monitoring Procedures

Observe group reaction to lesson. Give help where help is needed.

Possible Resources

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Language Arts**

SPECIFIC AREA: **Language: Usage**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. usage is a matter of appropriateness and social acceptance.		4-8					
. usage of grammar is important in the process of communication.		4-8					
. most adverbs modify verbs and answer questions beginning with how, when and where.	55-	4-8					
. conjunctions are words used to join words, phrases or clauses in sentences, i.e., and, but, either, or, both.		4-8					
. interjections are words used to express strong feelings, i.e., oh, ouch.		4-8					
. prepositions are words which identify place or direction, i.e., up, on, across.		4-8					
The student is able to:							
*. use negatives appropriately, i.e., no, not, never, nobody, nothing, nowhere, don't, doesn't, can't, hardly.	59	4-8					
. substitute the correct pronouns for nouns.	61	4-8					
*. use pronouns correctly in the subject-object position.		7-8					
. use pronouns correctly in writing sentences with compound subject, i.e., John and (I, me) went to the game.		4-8					
. select the correct nominative pronoun in a compound subject or predicate nominative position.		7-8					
. use reflective pronouns correctly, i.e., herself, ourselves, etc.		7-8					
. select the correct objective pronoun in compound objective positions.		7-8					
. write the appropriate comparative forms of regular adjectives, i.e., big, bigger, biggest.	63	4-8					
. use correct comparative forms of common adjectives, i.e., good, better, best, more beautiful, most beautiful.		6-8					
*. select the verb form, singular or plural, which agrees with the subject, i.e., The boy (run, runs) to the park.	65	4-8					
. use helping verbs correctly, i.e., is, was, were, are, have, has, had.		4-8					
*. use the correct present, past, future and past participle form of verbs:							
. do, see, run, sit, have, eat, begin, give, take.	65	3-4					
. know, grow, throw, be, write, catch, ride, bring, break, choose, come.	65	6-8					
. draw, fall, ring, speak, steal, take, wear, tear and swim.		7-8					
. use adverbs or adverb phrases to determine how, when, where and how often.		4-8					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows most adverbs modify verbs and answer questions beginning with how, when and where. B. The student is able to use adverbs or adverb phrases to determine how, when, where, and how often.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s) ____

Suggested Activities: Grade(s) 4-6

Title: Adverbs In the News
Group Size: individuals
Materials: scissors, paste, pencil, newspaper

Procedure(s):

- . Student makes four columns on paper, heading each column: How, When, Where, and How Often
- . Student cuts out adverbs from newspapers and places them under appropriate headings.

Title: How, When, Where and Why
Group Size: entire class
Materials: short reading selection or newspaper

Procedure(s):

- . Teacher numbers every adverb or adverbial phrase in a given selection.
- . At the bottom of the page, numbers with corresponding adverbs are listed.
- . Student must write what the adverb is referring to on the blank space after the adverb.

Example:

Jack and the Bean Stalk
Jack climbed furiously^{1} up the tall^{2} bean stalk late^{3} yesterday.

1. Furiously (How)
2. Tall (Where)
3. Late (When)

Suggested Monitoring Procedures

Student chooses three words from heading and uses them in a sentence.

Student chooses two or three words from each column and using other reading materials, finds examples of their same usage.

Possible Resources

Books:

Keystone - Practice pk
pages 54, 112
Keystone Reference, hard-bound
pages 249-254

Basic Reading WBI
McCracken and Walcutt
J. B. Lippencott
page 87

Freedom Ground Teacher Guide
Weiss Hunt
Holt,Rinehart Winston

District Resources

Suggested Activities: Grade(s) ______

Title: The Five W's, Who-What-Where-Why-When
Group Size: small groups (5), entire class
Materials: none

Procedure(s):

- Conduct short "brainstorming sessions" about an assigned topic, i.e., Makah Indians.
- Divide students into five small groups.
- Assign one of the "W" words to each group (Who, What, When, Where, Why).
- Each member of one group asks a question to a member of the other group, using their assigned word.
- Questions might focus on the actual or imaginary.

Example(s):

1. Where did the Makah Indians live?
2. Why did the Makahs live in a long house?
3. What did the Makah's use for trade?
4. When did they start growing potatoes?
5. Who were the Makah Indians?

Suggested Monitoring Procedures

Observe groups in brainstorming game. Note and record students who have problems formulating questions.

Possible Resources

Books:

110 Reading Comprehension

Activities
Doroathy Gutzler
Helen Linn
The Instructor Publications
Dansville, N.Y.

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows most adverbs modify verbs and answer questions beginning with how, when and where. B. The student is able to use adverbs or adverb phrases to determine how, when, where and how often.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: The Teacher's Car
Group Size: small group
Materials: none

Procedure(s):

- The teacher starts the tale of The Teacher's Car by using an adverb to describe how the car is driven.
- The adverbs are chose alphabetically.

Example(s):
The teacher's car is driven alertly, the teacher's car is driven boldly, the teacher's car is driven carefully, the teacher's car is driven delightfully, the teacher's car is driven fantastically.

Title: Fishing
Group Size: pairs, small groups
Materials: two boxes: one box contains a number of cards with incomplete sentences (without adverbs), the other has cards with adverbs written on them

Procedure(s):

- One student draws from the box one incomplete sentence card.
- Another student searches through the adverb box until he/she finds an appropriate adverb.

Example:

sentence (card)	adverb (card)
The boy walked	gingerly

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Suggested Monitoring Procedures

Observe group. Note and record students who understand and those who don't.

Develop worksheet set up in the same manner as Fishing.

Possible Resources

Books:

Reading Games
Wagner Hosier
Teacher's Publisher Corporation

District Resources

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Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Answering with Adverbs
Group Size: entire class
Materials: use story that has descriptive adverbs

Procedure(s):

- Ask the questions; how, when, where, how often.
- When the students respond, tell them these words are adverbs.

Example(s):

1. How or in what manner did Si go to the mountain? (Quickly - using long strides)
2. When did the gods get angry with him? (Immediately - upon his arrival)
3. Where does it say the scrolls were placed? (Over there)
4. How many times must Si return? (Often)

Title: Alarm Clock
Group Size: small group, entire class
Materials: timer or alarm clock

Procedure(s):

- Wind up a clock and pass it around a circle from person to person.
- Teacher calls out how and each student must say an adverb that tells how a clock can tick.
- At a certain point the teacher calls out when and each student must use an adverb that tells when a clock is ticking.
- Teacher calls out how often in the same manner.
- When student is in error, the passing direction is reversed.
- Object is to get the clock around the circle once in either direction.

Variation:

- Teacher gives the adverb and students reply with answers; how, why, when or where. Use timer, pass quickly, and reply with adverb before it goes off.

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to use negatives appropriately, i.e., no, not, never, nobody, nothing, nowhere, don't, doesn't, can't, hardly

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources

Title: Doesn't or Don't?
Group Size: entire class
Materials: paper, pencil

Procedure(s):

. Review with students:
Use don't with subjects that name more than one.
Use don't with I and you.
Use doesn't with subjects that name only one.
Have the students use don't or doesn't in place of the X as they write each of the following sentences:

1. The Mariners (baseball players) X have blue and yellow uniforms. (don't)
2. The sponsor X give enough money for travelling uniforms. (doesn't)
3. We are not the only teams who X have uniforms. (don't)
4. Uniforms X always make a good ball team. (don't)
5. A boy X need a uniform to enjoy playing basketball. (doesn't)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
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Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to substitute the correct pronouns for nouns.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Substituting
Group Size: small group, entire class
Materials: worksheet

Procedure(s):

- Give student a list of several personal pronouns, including it.

I
you
he
she
mine
we
they
my
it
his
you
yours
her
hers
me
our
ours
their
theirs
him
us
them

- In ten given sentences have the students substitute a pronoun for a noun.
  1. I've met Mr. Smith.
  2. I can introduce Bigfoot to the president.
  3. Rover sleeps in my bed.
  4. Brian sits next to Bill.
  5. Ida and I played a duet.
  6. He and Dracula have lead roles.
  7. Grandmother stayed with the Big Bad Wolf.
  8. Bats live in Everett.
  9. The pilot searched the forest area.
  10. Some teachers ski well.
- Have the students write a minimum of two paragraphs substituting pronouns for nouns.

Variation:

- Give students a paragraph that contains only nouns and proper nouns but no pronouns. Have students rewrite the paragraph substituting personal pronouns and it appropriately.

Suggested Monitoring Procedures

Have students trade papers so they can evaluate each other's papers.

Pronoun Rating Scale

Qualities:	Often	Seldom	Never
Student uses pronouns when writing			
Can pick out pronouns			

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to write the appropriate comparative forms of regular adjectives, i.e., big, bigger, biggest.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

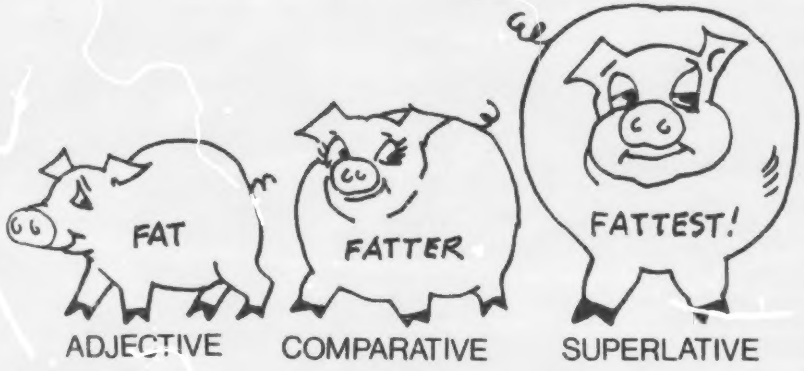
Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Super Duper Superlatives
Group Size: entire class
Materials: white drawing paper

Procedure(s):

- Provide 12" x 18" sheets of white drawing paper for each student.
- Direct students to draw lines to divide the sheet into three six inch sections.
- Have each student choose an adjective from a list on the chalkboard, i.e., angry, skinny, large, dirty, deep, beautiful, silly, good, hungry.
- The adjective is written and illustrated by the students in the first section. Its comparative form is written and illustrated in the second section, and in the third section, the student writes and illustrates the superlative form of the adjective.



Suggested Monitoring Procedures

Possible Resources

Kid's Stuff, Forte, Imogene
Incentive Publications, 1973

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to select the verb form, singular or plural, which agrees with the subject, i.e., The boy (run, runs) to the park. B. The student is able to use the correct present, past, future, and past participle form of verbs.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

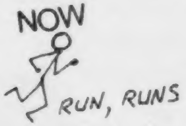
Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Identifying Verb Forms
Group Size: entire class
Materials: overhead projector, prepared transparency, transparency pens, optional: index cards (prepared)

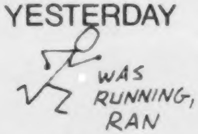
Procedure(s):

- Place a list of verbs on the board. They should be relevant to grade level.
- Review the fact that verb form depends on who does the action, and when it is done.
- Place prepared transparency on the overhead so that it projects the following:



Note: this illustrates present-singular. He runs. (he, she, it) or plain verb form (I) I run.

- Select a verb from the list on the chalkboard and discuss its correct form as present-singular.
- Write the correct form in the space at bottom of transparency.
- Rearrange the overlays to project the following:



Note: ask, does the verb form apply now? Could it be different and still be correct?

- Leave the verb form the same as in present singular form. Example: run.

Suggested Monitoring Procedures

Possible Resources

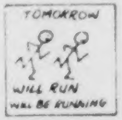
District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

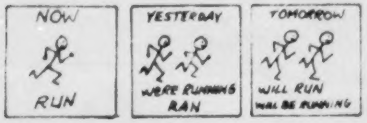
Possible Resources

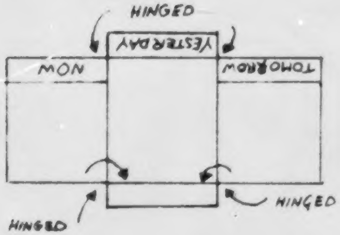
- Continue by rearranging overlays to project the following:


TOMORROW
WILL RUN
WILL BE RUNNING

Discuss need for helping verb when talking about future tense.

- Continue working with the same verb by changing overlay to project:


NOW
RUN
YESTERDAY
WERE RUNNING
RAN
TOMORROW
WILL RUN
WILL BE RUNNING


HINGED
YESTERDAY
NOW
TOMORROW
HINGED
HINGED

Note: as forms are discovered, they could be placed under headings on the chalkboard (plain, singular, plural, past, present participle, past participle, future)

Variation(s):

Allow individuals to select a verb. The teacher arranges the overlays to a certain situation. The student must provide a correct verb form.

Time categories (now, yesterday, tomorrow) could be written on index cards along with cards having plain verbs written on them. They could be placed face down in decks where individuals could select one from the time pile, who pile, and verb pile. They could then say a correct verb form.

District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical-Capitalization

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
The student is able to:							
Use capital letters when writing:							
. proper nouns, i.e., Bill, Spain, April.	69	4					
. abbreviation of proper nouns, i.e., Feb., Dr., Sat.	71	4					
. the first word of the greeting and closing of a letter, i.e., My Dear Bill, Sincerely yours.		4					
. titles of respect, i.e., Queen Elizabeth, Mr. President.	69	4-5					
. the first word in a line of traditional poetry, i.e., Our fears in Banguo Stick deep: and in his royalty of nature Reigns that which would be feared. Shakespeare	73	4-6					
. direct quotations, i.e., she asked, "May I assist you?"		5-6					
. titles of books, stories, TV programs, works of art, i.e., A Tale of Two Cities, Blue Boy, Upstairs, Downstairs.		5-6					
. proper adjectives, i.e., Roman customs, Belgian hare.	75	5-7					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 4-5

Student Learning Objective(s) A. The student is able to use capital letters when writing proper nouns i.e., Bill, Spain, April. B. The student is able to use capital letters when writing titles of respect, i.e., Queen Elizabeth, Mr. President.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-5

Title: Names and Titles of Persons
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Review through class discussion:
  - beginning each name of a person with a capital letter. (Frank Walker)
  - beginning the titles Miss, Mr., and Mrs., with a capital letter. (Miss Jane Bates)
  - using a capital letter for an initial. (Thomas B. Carter)
- Copy the following sentences on a worksheet with space underneath each. Have the students rewrite them, correctly capitalizing the proper nouns and titles.
  1. My friend mary banks is going camping with her aunt and uncle, mr. and mrs. i.b. cross.
  2. The name of our teacher is miss wendy hall.
  3. peggy fleming is the darling of the ice rinks.
  4. queen victoria ruled many years in England.
  5. edward lear wrote limericks.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4

Student Learning Objective(s) The student is able to use capital letters when writing the abbreviation of proper nouns, i.e., Feb., Dr., Sat.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Capitalization

Suggested Activities: Grade(s) 4

Title: Abbreviation of Proper Nouns
Group Size: entire class
Materials: paper, pencil, list of proper nouns

Procedure(s):

- Review capitalization and punctuation of abbreviated proper nouns.
- Write proper nouns on the board and direct the students to write the abbreviations for the proper noun on their paper, observing proper capitalization.

Example:

1. mister jones
2. thursday
3. december
4. september
5. governor
6. doctor
7. february
8. east
9. friday
10. main street
11. november

Variation:

- This can also be listed on a worksheet.

Suggested Monitoring Procedures

Check for proper capitalization and punctuation.

Possible Resources

Our Language Today[4]
American Book Company

The Arts and Skills of English[4]
Holt, Rinehart and Winston

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to use capital letters when writing the first word in a line of traditional poetry.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Magic Words
Group Size: entire class
Materials: unlined paper, crayons, felt pens

Procedure(s):

- Teacher instructs the students to:
  - listen while I read
  - listen and write each line I read (students tend to think in complete sentences. In this activity the emphasis is on each line of the poem.)
  - draw pictures of what you hear

"MAGIC"

Sandra's seen a leprechaun,
Eddie touched a troll,
Laurie danced with witches once,
Charlie found some goblins' gold.

Donald heard a mermaid sing,
Susy spied an elf,
But all the magic I have known,
I've had to make myself.

"MY BEARD"

My beard grows to my toes,
I never wear no clothes,
I wrap my hair
Around my bare,
And down the road I goes.

- Teacher writes the poem on chart paper or the chalkboard.
- Have students notice that each line begins with a capital letter.

Suggested Monitoring Procedures

Possible Resources

Where the Sidewalk Ends
Silverstein, Shel
Harper, C.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 5-7

Student Learning Objective(s) The student is able to use capital letters when writing proper adjectives, i.e., Roman customs, Belgian hare.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Another Adjective
Group Size: entire class
Materials: worksheet

Procedure(s):

- Remind students that a proper adjective is formed from a proper noun. (It is always capitalized.)
- Write the following on an overhead projector and discuss:

PROPER NOUN	PROPER ADJECTIVE
America	an American artist
Europe	the European way of life
Pacific	a Pacific salmon
China	Chinese cooking

- Copy the following paragraph on a worksheet and have the students list in order the proper adjectives with accompanying nouns, capitalizing each proper adjective correctly.

- Swiss cheese and danish pastry are among the choicest european foods. However, french cooking is the type of cooking I like best. It contains spicier sauces than american cooking but, the taste is perfect. asian food is interesting, too, and the chinese people are the real experts on the asian continent. Actually, you don't have to go to europe or asia to enjoy exotic foods. A seattle or san francisco resident can do just about as well right in his/her own home town.

Suggested Monitoring Procedures

Possible Resources

Harbrace, *Language for Daily Use*

District Resources

Suggested Activities: Grade(s) ______

Title: Capitalizing Proper Adjectives
Group Size: entire class
Materials: blackboard, chalk

Procedure(s):

- Review capitalization of proper adjectives during class discussion. (Adjectives derived from proper nouns [Roosevelt era, Parisian styles] are capitalized.)
- With student suggestions, list on the board proper adjectives with nouns.
  Example:
  Roman numerals, Swedish steel
- Put a list of ten nouns on the board that could have a proper adjective attached.
- Have students think of the proper adjectives and write them on the board with the appropriate nouns, capitalized correctly.

Variations:

- Have the students list products to be bought that show proper adjective with the noun.
  Example:
  Ford cars, Mack trucks, Samsonite luggage
- Give students a list of places (about ten) such as: Seattle, Snohomish, Washington.
- Have them think of non-capitalized nouns to go with them.
  Example:
  Seattle streets, Snohomish schools, Washington rivers.

Suggested Monitoring Procedures

Proper spelling should be encouraged.

Be aware that students will tend to capitalize the noun. Check this.

Possible Resources

District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Punctuation

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a declarative sentence makes a statement and ends in a period, i.e., Some mushrooms are edible.		4-8					
. an interrogative sentence asks a question and ends with a question mark, i.e., Is this mushroom edible?		4-8					
. an imperative sentence makes a request or gives a command and ends with a period, i.e., Please pick only edible mushrooms.		4-8					
. an exclamatory sentence expresses strong feelings or emotions and ends with an exclamation point, i.e., This mushroom is poisonous!		4-8					
The student is able to:							
. punctuate declarative, interrogative and exclamatory sentences.	79-	4-8					
. use Commas to punctuate:							
. words, phrases and clauses in a series.	83	4-8					
. addresses, dates and letters.	85-	4-6					
. introductory words, phrases and dependent clauses. (If you don't hurry, you'll be late.) (No, you can't go.)	89	4-8					
. coordinating conjunctions. (He wanted to go to Mexico, but he wanted to learn the language first.)		7-8					
. interrupting elements: parenthetical expressions, nouns or appositives. (Our house, which was ten years old, burned to the ground.) (Come in, John, and help.) (John, however, said no.)		7-8					
. direct quotations.	93	4-8					
. use Apostrophes to punctuate:							
. contractions.	91	4-8					
. possessives (both singular and plural).	95	6-8					
. use Quotation Marks to punctuate:							
. titles of short stories, articles, songs, poems.	97	4-8					
. direct uninterrupted quotations.	93	4-8					
. direct interrupted quotations.		7-8					
. dialogue.		7-8					
. use Hyphens to punctuate:							
. compound numbers.	99	4-6					
. words divided at the end of a line.	101	4-8					
. compound words, i.e., brother-in-law.	101	6-8					

100

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Punctuation

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
The student is able to:							
. use Semi colon to punctuate:							
. compound sentences, i.e., The man ran into the curbing; he couldn't believe his eyes.		7-8					
. compound complex sentences, i.e., The man, who was careful by nature, ran into the curbing; he couldn't believe his eyes.		7-8					
. use Colons to punctuate:							
. the greeting of a business letter, i.e., Dear Mr. Smith:	87	5-8					
. lists, i.e., ...includes the following: grain, apples, lumber.		5-8					
. hours and minutes, i.e., 9:25 a.m.		5-8					
. use Periods to punctuate:							
. abbreviations, i.e., Sat., Sept., Dr.	103	4-8					
. use Underlining:							
. when writing titles of books, i.e., Tale of Two Cities.		6-8					
. magazines, i.e., Newsweek.		6-8					
. plays, i.e., Taming of the Shrew.		6-8					
. names of newspapers, i.e., Everett Herald.		6-8					
The student values:							

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to punctuate declarative, interrogative and exclamatory sentences.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Name That Mark
Group Size: entire class
Materials: overhead projector, index cards

Procedure(s):

- Using the overhead projector, explain the use and function of the period, question mark and exclamation mark at the end of declarative, interrogative and exclamatory sentences.
- Wipe off this information and have the students identify each punctuation mark and tell when it is used, as it is drawn on the overhead projector.
- Hand out one index card per student. On each card have written one of the types of sentences (declarative, interrogative or exclamatory) and the corresponding punctuation mark.

Example:

Exclamatory!

- The student then writes and properly punctuates that type of sentence on the card.

Example:

The house is on fire!

- Have students volunteer to read their sentences to the class using the appropriate voice inflection.
- Have classmates guess what type of sentence it is and the name of the punctuation used.

Suggested Monitoring Procedures

Teacher check index cards for proper punctuation.

Possible Resources

English Grammar and Composition
Warriner's
Harcourt Brace Jovanovich, Inc.

District Resources

Suggested Activities: Grade(s) ______

Title: Identifying Purpose of Sentences
Group Size: entire class
Materials: worksheet, pencil

Procedure(s):

- Copy the following sentences on a worksheet.
- Have the students fill in the blank at the end of each, telling whether the sentence is declarative, exclamatory or interrogative.
- Have the students put appropriate punctuation marks at the end of each sentence.

1. Why do you want to go__________
2. I will wait for you until midnight_______
3. There are forty people in this bus__________
4. Shut the door, please___________
5. It is warm and humid in the jungle________
6. Bring me my coat, please__________
7. Our house is burning__________
8. The story is very interesting________
9. Help, the tree is falling__________
10. The clouds are dark______

Title: Punctuating Sentences
Group Size: entire class
Materials: worksheet

Procedure(s):

- Copy the following sentences on a worksheet.
- Have the students write in the proper punctuation for each type of sentence: periods, question marks, exclamation marks.

1. He is lazy
2. Should we run
3. They yelled excitedly, "we won"
4. We like school
5 I am drying dishes
6. Have you seen my new bicycle
7. Oh, Pete, the wild gorilla broke loose
8. How did you hurt your finger
9. He exclaimed, "how tired you look"

Suggested Monitoring Procedures

Teacher checks worksheets.

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to punctuate declarative, interrogative and exclamatory sentences.

State Goal	1,8,10
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Mixed Sentences
Group Size: small groups (2 teams)
Materials: cards with sentences (no end punctuation marks)

Procedure(s):

- . Make a set of cards with a sentence written on each—end punctuation is omitted.
- . Place cards in stack, face down.
- . Group students in two teams. Student draws card, reads sentence and tells what kind of punctuation it needs. (. ? !)
- . If student answers correctly by him/herself, team gets 2 points. If student needs help from team mates then 1 point is scored.
- . Team with most points is the winner.

Suggested Monitoring Procedures

Observe groups playing game. Note those that do not need help--and those who need more help.

Possible Resources

Spice, Suggested Activities to Motivate the Teaching of Language Arts; Platts, Shumake, Sr. Rose Marguerite; Educational Service, Inc.; Stevensville, Michigan

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to use commas to punctuate words, phrases and clauses in a series.

State Goal 1,8,10
District Goal
Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Your Choice
Group Size: entire class
Materials: rolled up newspaper, butcher paper, felt pen

Procedure(s):

- Teacher writes the beginning of a sentence on the butcher paper.

Example:
I like my newspaper because I can use it as a ______________________.

- Teacher tapes the butcher paper on chalkboard.
- Teacher hands the rolled up newspaper to a student; the student uses it as a golf club, telescope, windshield wiper, etc..
- The other students guess what use he/she is making of the rolled up newspaper.
- The teacher then adds that use to the sentence on the butcher paper.
- After every student has had a turn, have a student put in the commas to separate the series.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to use commas to punctuate addresses, dates and letters.

State Goal 1,8,10
District Goal
Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Dictating a Letter
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Teacher dictates a letter to students, having them put in the necessary punctuation.

Variation(s):

- Teacher can write a short, simple letter on a worksheet for students to punctuate with commas correctly.
- Teacher can review use of commas in letter writing with students using an overhead projector. Write a simple letter and have students tell where commas are to be placed.

Example:

42 North Street
Arlington WA
May 2 1977

Dear Bob

Thank you so much for the new baseball. I can hardly wait until we use it in the game on Saturday. Thanks again.

Your friend

Jim

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 5-8

Student Learning Objective(s) A. The student is able to use commas to punctuate addresses, dates and letters. B. The student is able to use colons to punctuate the greeting of a business letter, lists, and hours and minutes (time).

State Goal 1,8,10
District Goal
Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Introduce the Use of Commas and the Colon in a Business Letter.
Group Size: entire class
Materials: worksheet, paper, pencil, text

Procedure(s):

- The student is given worksheet copy of a business letter which is correct except for the omission of commas and the colon.
- The student uses the sample letter in the text as a guide for inserting the commas and colon on the worksheet.

Example:

632 Main Avenue
Lynnwood WA
June 1 1977

The Bike Shoppe
6612 Fourth St
Everett WA

Dear Mr. Brown

Two years ago my dad bought me a bike in your shop. I am planning to be in the Bike Derby in Lynnwood. I would like to have my bike painted red with silver stripes before the Derby.

Do you paint bikes? If you do, how much would it cost to paint my bike.

Sincerely

Linda Smith

Suggested Monitoring Procedures

The teacher provides the student with the worksheet-copy letter. Collects and corrects papers.

The teacher returns papers and discusses the students' reasons for placement of punctuation in the exercise.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Variation: . The same procedure could be used to introduce capitalization in a business letter.		
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to use commas to punctuate introductory words, phrases and dependent clauses. (If you don't hurry, you'll be late.) (No, you can't go.)

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to use apostrophes to punctuate contractions.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Writing Contractions
Group Size: entire class
Materials: chalkboard, chalk

Procedure(s):

- Write the complete form of the words to be contracted. Have a student cross out the letters dropped for the contraction, and then write the contraction with the apostrophe in place of the letters dropped.

Variation:

- Have students write list of contractions on the chalkboard in sentences.
- Students can write contractions of words listed on a worksheet.

Suggested Monitoring Procedures

Check for proper forming of the contractions.

Possible Resources

Our Language Today[5]
American Book Company

The Arts and Skills of English[5]
Holt, Rinehart and Winston

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to use quotation marks to punctuate direct uninterrupted quotations. B. The student is able to use commas to punctuate direct quotations.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Written Expression, Capitalization

Suggested Activities: Grade(s) 4-6

Title: Direct Quotes
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Explain to students that quotation marks are always used in pairs (facing each other) and placed around the exact words said by another person.
- Also explain that commas are used to set off quotations from the rest of the sentence.
- Practice with class punctuating sentences containing spoken words.
- Provide students with list of sentences containing spoken words and have them supply the correct punctuation.
  - Mary said, "Please come to my house on Saturday."
  - John yelled Help! Help! The boat is sinking.
  - Joan screamed watch the falling rock!
  - Jack remarked You certainly did a good job.
  - "Look at the beautiful flowers," exclaimed Louise!
  - I like so many ice cream flavors said Tom.
  - Walk carefully on the logs explained John to the hiking group.
  - When are you going to finish making the birthday surprise asked Margret?
- Note: tell students that quotations (the exact words spoken by another) always begin with a capital letter.
- Also explain the correct placement of punctuation. Commas before the quotation marks with the quote comes after the speaker's name and commas within the quotation marks when speaker's name is mentioned last.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to use apostrophes to punctuate possessives (both singular and plural).

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Writing Possessives
Group Size: entire class
Materials: chalkboard, chalk

Procedure(s):

- Write on one side of the board the owner and thing possessed - the coat of Linda.
- On the other side of the board have the student form the possessive - Linda's coat.

Examples of singular possessives:

. home of my neighbor	(neighbor's home)
. shoes of the boy	(boy's shoes)
. house of the father-in-law	(father-in-law's house)
. the boat of Robert and Jim	(Jim's and Robert's boat)

Variation:

- Have students write sentences for each possessive listed on the board.
- Have students do a similar activity for plural possessives.
- Use plural possessives such as:

. choir of girls	(girls' choir)
. speeches of the mayor	(mayors' speeches)
. badges of the policemen	(policemens' badges)
. designers of the dresses	(dresses' designers)
. fur of the bears	(bears' fur)
. hats of the ladies	(ladies' hats)
. homes of my neighbors	(neighbors' homes)

Suggested Monitoring Procedures

Check for proper forming of the possessives.

Possible Resources

Our Language Today[5]
American Book Company

The Arts and Skills of English[5]
Holt, Rinehart and Winston

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Language ts: punctuation
SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Student Learning Objective(s) A. The student is able to use quotation marks to punctuate titles of short stories, articles, songs and poems.

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to use hyphens to punctuate: compound words, i.e., brother-in-law.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Syllables

Suggested Activities: Grade(s) 6

Title: Deal a Compound Word
Group Size: small groups (4)
Materials: blank cards for game (approximately 40)

Procedure(s):

- Teacher writes on each card one part of a compound word. Complete a deck of approximately forty cards with twenty compound words.
- A group of four students plays game with dealer giving six cards to each student.
- Players take turns making compound word combinations. If the player doesn't have a combination in hand, he/she draws one card at a time from either the discard pile or regular pile and discards one card with each draw until he/she can make a compound combination to lay down.
- Game ends when one player uses all of his/her cards.
- One point is given for each match, five points for going out.

Title: Compound Blanks
Group Size: entire class
Materials: worksheet

Procedure(s):

- Devise a worksheet so that students can practice where to divide a compound word using a hyphen.

Example(s):

chalkboard	chalk-board
cupboard	cup-board
newspaper	news-paper
airplane	air-plane

Suggested Monitoring Procedures

Teacher can watch students playing game and answer questions.

Possible Resources

Spelling books, language books, reading vocabulary.

District Resources

Suggested Activities Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

District Resources

Language Arts: punctuation
SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s)	A. The student is able to use hyphens to punctuate compound numbers.	State Goal	1,8,10
	B. The student is able to use hyphens to punctuate words divided at the end of a line.	District Goal	
		Program Goal	2,5,7

Related Area(s) Reading-Syllables; Mathematics-Writing Numbers

Suggested Activities: Grade(s) 4-6

Title: Writing Numbers
Group Size: individual, entire class
Materials:

Procedure(s):

- Have students read number words hyphening with ten through twenty-one.
- Have students tell what they notice about all numbers written as two words. (A hyphen is used.)
- Explain that a hyphen is used when writing numbers to show that the two words are considered as one word.
- Provide students with models of hyphenated number words. Have students practice writing them.

Title: Dividing Words In Syllables
Group Size: individual, entire class
Materials: tagboard, scissors

Procedure(s):

- Students write vocabulary words on tagboard.
- Cut tagboard at syllables and separate with a hyphen where word can be divided at one end of a line.

Variations:

- Teacher dictates words, instructing students to put hyphen in correct place for dividing the word.
- On a worksheet list words with which students have trouble.
- Have them divide between syllables and put a hyphen where the word can be divided at the end of a line.

Extension:
Give students a written sentence with several words

Suggested Monitoring Procedures

Check proper division of words into syllables.

Possible Resources

Our Language Today
American Book Company

The Arts And Skills Of English
Holt, Rhinehart and Winston.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
divided, using a hyphen, at the end of lines. Have students determine if the words have been hyphenated correctly. Students may need to use a dictionary for this activity.		
		District Resources

Language [illegible]s: punctuation
SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to use periods to punctuate abbreviations, i.e., Sat., Sept., Dr.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Plurals, Possessives

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. plural means more than one.		1-2					
. words (nouns) which name more than one of a person, place or thing are plural and are usually formed by adding "s" or "es."	107	1-2					
. plurals of some words are formed in irregular ways, i.e., goose-geese, mouse - mice, deer - deer.	113	3-5					
. singular possessive ('s) designates ownership by the individual.		3-5					
. plural possessive (s') designates ownership by more than one individual.		5-6					
The student is able to:							
. write words in which the plural has been formed in the following ways:							
*. adding "s", i.e., girl-girls, monkey-monkeys.		1-2					
*. adding "es" to words ending in s, ch, tch, sh, x, o.	107	3-5					
. changing y to i and adding es, i.e., city-cities, baby-babies.	109	3-5					
*. changing f to v and adding es, i.e., wife-wives, half-halves.	111	3-5					
*. write words in which the singular possessive is formed by adding 's.	115	3-5					
*. write words in which the plural possessive is formed by adding s'.	117	5-6					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

Suggested Objective Placement 3-5

Student Learning Objective(s) A. The student knows words (nouns) which name more than one of a person, place or thing are plural and are usually formed by adding "s" or "es." B. The student is able to write words in which the plural has been formed by adding "es" to words ending in s, ch, tch, sh, x, o.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4-5

Suggested Monitoring Procedures

Possible Resources

Title:
Group Size: entire class
Materials: chalkboard, worksheets, or plain paper for students

Procedure(s):

- Using oral discussion show by writing on the chalkboard the actual use of nouns (plural and singular) using "s" and "es."

  Example:
  boy-----boys
  owl-----owls
  rabbit--rabbits
  ax------axes
  bush----bushes
  church--churches

- **Teacher activity:** Write sentences on the chalkboard showing how these words are used.

  Example:

  We hid behind a bush.
  We hid in the bushes.

- **Pupil activity:** Have students write own sentences using first singular and then plural. Also, at end of activity they could illustrate drawing a picture first singular then plural.
- **Variation:** Give students a worksheet with a list of words to be made into plurals. Have students write plural words in the appropriate column.

District Resources

Suggested Activities: Grade(s) 4-5

Example: Worksheet

Singular

book
dress
ax
bush
box
car
go
hero
airplane
ditch
match
bench

Write the plurals

s	es
books	dresses
cars	axes
airplanes	bushes
	boxes
	goes
	heroes
	ditches
	matches
	benches

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3-5

Student Learning Objective(s) The student is able to write words in which the plural has been formed by changing y to i and adding es, i.e., city - cities, baby - babies.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4-5	Suggested Monitoring Procedures	Possible Resources
Title: Nouns **Group Size:** entire class **Materials:** chalkboard, paper, pencils **Procedure(s):** . Using a prepared list of words ending in "y" show the students that the plural is formed by changing "y" to "i" and adding "es." . Exercise may have students write sentences using prepared list of words. One sentence showing singular and one showing plural. . Variation: A test may be given on a prepared list of words using both singular and plural.	Student responses and/or correct check written work of students.	District adopted text. **District Resources**

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 3-5

Student Learning Objective(s) The student is able to write words in which the plural has been formed by changing f to v and adding es, i.e., wife - wives, half - halves.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4-5	Suggested Monitoring Procedures	Possible Resources
Title: Nouns **Group Size:** entire class **Materials:** chalkboard, paper, pencil **Procedure(s):** . From a given or prepared list noun changes may be presented on the chalkboard. . Worksheets may be used. **Example:** Equation Test wife - fe + ves = ______ calf - lf + ves = ______ half - lf + ves = ______ . When this list is finished have students use both versions, singular and plural, in sentences of their own making.		District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3-5

Student Learning Objective(s) The student plurals of some words are formed in irregular ways, i.e., goose - geese, mouse - mice, deer - deer.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4-5	Suggested Monitoring Procedures	Possible Resources

Title:
Group Size: entire class or small groups
Materials: chalkboard, literature book or story that uses words of the above singular and plural

Procedure(s):

- After reading a story or explaining words use the chalkboard to show how these singular and plural nouns are used in sentences.
- Pupil activity: Have students write their own sentence using words that are listed on the chalkboard and/or have worksheets with sentences. Pupils fill in blanks with the correct word.

Example:

1. A __________ comes visiting into the kitchen
   mouse mice
   every morning at breakfast.

2. This morning the __________ brought four more
   mouse mice
   __________ with him.
   mouse mice

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3-5

Student Learning Objective(s) A. The student knows singular possessive ('s) designates ownership by the individual. B. The student is able to write words in which the singular possessive is formed by adding 's.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 4-5

Title:
Group Size: entire class
Materials: teacher directed

Procedure(s):

- Have a student begin by walking to another student's desk and pick up a pencil or some article on the desk. The student should be directed to say, "This is Bobby's pencil."
- The next student will do the same to another student, using only the possessive form orally in their statements.

Title:
Group Size: entire class
Materials:

Procedure(s):

- Write sentences on chalkboard or on worksheets.

  Example:

  Dan has a cat. The cat eats fish.
  Dan's cat eats fish.

  The lion has teeth. The lion's teeth are sharp.

  My friend has a dog. The dog bites.
  My friend's dog bites.

- Put each set of sentences together to make one. Use the apostrophe 's to help.

Suggested Monitoring Procedures

Listen to the student's responses. Make corrections as needed.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 5-6

Student Learning Objective(s) A. The student knows that plural possessive (s') designates ownership by more than one individual. B. The student is able to write words in which the plural possessive is formed by adding s'.

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 5-6	Suggested Monitoring Procedures	Possible Resources

Title: Possessives: Plural and Singular
Group Size: entire class
Materials: chalkboard, paper, pencil

Procedure(s):

- Use three basic explanations to present to class. Then students could be given short exercises on each example.

Example:

Rule 1: To make a singular noun or a plural noun that does not end in (s) to show possession add an apostrophe ('s).

1. Jame's book has been found.
2. The children's book is funny.
3. The boy's book has been lost.

Rule 2: To make a plural noun that already ends in (s) show possession by adding an apostrophe only (s').

1. Birds' nests are made of many things.
2. Cows' milk, etc.
3. Teachers' classes on math, etc.
4. The fathers' car was late.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Language Arts**

SPECIFIC AREA: **Written Expression: Practical - Sentences**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. a sentence usually expresses a complete thought.	121	4-6					
The student is able to:							
*. write a complete simple sentence, i.e., John saw the train. Some dogs barked. Most birds are small. The man is a teacher. Mother bought me some candy. Ann called this tree a maple.	123	4-6					
. write statements, questions, commands and exclamations.	125	4-6					
*. answer a question with a clear and complete written sentence.	131	4-6					
. combine in writing basic sentence patterns by coordination, i.e., and, but, or.		7-8					
. combine in writing basic sentence patterns by subordination, i.e., therefore, hence.		7-8					
. vary word order in a given sentence, i.e., reverse n-v order, start sentence with an adverb or prepositional phrase.		7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Suggested Objective Placement 4-6

Student Learning Objective(s) The student knows a sentence usually expresses a complete thought.

State Goal	1,8,10
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Spin A Sentence
Group Size: small groups (two teams)
Materials: wheel of fortune numbered 1-10, index cards, scorekeeper

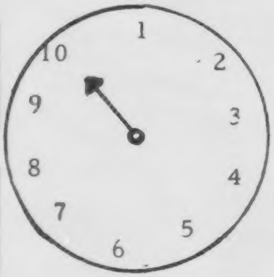
Procedure(s):

- Teacher prepares index cards by writing a sentence or sentence fragment on each card. Label whether it is a complete sentence or fragment. See example.
- Taking turns, the two teams spin the wheel of fortune.
- The scorekeeper reads the top card from the pile.
- The spinner tells whether it is a sentence or a fragment.
- If correct, the number spun is added to the team's score, and the spinner keeps the card.
- If the spinner guesses incorrectly, the number spun can be subtracted from the team's score or just left alone.
- Play continues until time elapses or cards run out. The team with the most points wins.

Example:

Where is Bobby?
sentence

While he runs
fragment



Wheel of Fortune

Suggested Monitoring Procedures

Observe the group in the game. Note and record those having difficulty.

Use a worksheet of 10-20 sentences and fragments for students to label.

Students can construct their own cards to be used by the opposing team. Precheck. (Cross-reference)

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Variation(s):

- Students can write sentences and fragments on cards instead of teacher.
- Cards can be labeled in corner as to whether it contains a sentence or a fragment, and numbered 1-10 on the reverse side according to the degree of difficulty: 1 is easy, 10 the hardest (do not give teams their own cards).
- Cards are separated into 20 piles, 10 piles per team according to the number of difficulty given the sentence or fragment. Cards are placed face down in each pile.
- As players take turns spinning the Wheel of Fortune, the scorekeeper selects the top card from the pile for that team, whose number of difficulty corresponds to the number spun.
- If the spinner guesses correctly, then the degree of difficulty points are awarded the team.
- If the spinner is incorrect, the number spun indicating degree of difficulty can be subtracted from the total score for that team.

Example(s): cards

The dog ran. sentence (1 point)

If Sally can carry the butter, fragment (6 points)

Suggested Monitoring Procedures

Observe group in game and note and record those who are having difficulty.

Discuss incorrectly prepared cards with the preparer.

Use worksheet with 10-20 items to be labeled as sentences or fragments.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write a complete simple sentence, i.e., John saw the train. Some dogs barked. Most birds are small. The man is a teacher. Mother bought me some candy. Ann called this tree a maple.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Capitalization, punctuation, spelling.

Suggested Activities: Grade(s) 4-6

Title: Make a Sentence

Group Size: individual, entire class

Materials: word list on individual worksheets or chalkboard

Procedure(s):

- Students are given a chart with five lists of words. The lists are numbered one to five.

1	2	3	4	5
The	with	sneaked	warm	apples
Six	went	eating	around	visit
Anyone	Sandy	came	green	leave
Andy	hit	my	favorite	milk
Dad	robbers	around	home	run
Jane	kitten	warts	must	block
Math	liked	drank	the	subject
Aunt	is	a	to	yesterday

- The students are to pick a word from each list in numerical order to make a sentence.

Example(s):

1. The kitten drank warm milk.
2. Six robbers sneaked around yesterday.

- This can be made easier by having many possible sensible combinations, or harder by having only one sentence each word belongs in.

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Suggested Monitoring Procedures

Allow students to share sentences aloud, including funny ones that come up while they are finding ones that make sense.

Collect and correct papers.

Possible Resources

Spelling books - words for lists can come from the spelling text.

District Resources

219

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

250

251

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write statements, questions, commands and exclamations.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Social Studies/Listening/Speaking/Punctuation

Suggested Activities: Grade(s) 4-6

Title: Jeopardy (writing questions)
Group Size: entire class (two teams, scorekeeper)
Materials: chalkboard chart: five columns, six boxes (6" tall, 12" across) to each column. Label each category in top box. Number boxes below: 10, 20, 30, 40 and 50. (see example)

Procedure(s):

Example:

Fruits	The letter 'S'	Bodies of Water	Colors	Spelling 'tion'	Parts of Speech
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

- Teams sit on opposite sides of the room with maneuvering space.
- One person is selected to choose a category and an amount.
- The scorekeeper then erases the amount under the category and places the amount on the board next to the score area.
- The teacher selects the answer from the category for that amount (Fruits for 20). "A yellow elongated fruit."
- Students who know the "question" stand up immediately. The first student up (either team) is called on to provide the question, "What is a banana?" The answer must be in the form of a question.

Suggested Monitoring Procedures

Note which students cannot formulate the questions.

Possible Resources

District Resources

Suggested Activities: Grade(s) _____

As soon as a student is called on, everyone sits down.

- If students on the opposite team think the answer is incorrect, they immediately stand up.
- If their answer is correct, the team gets 20 points.
- If the answer is incorrect, the first team loses 20 points and the first one up on the opposite team is given one chance to provide the answer and gets 20 points for his/her team.
- After students have had practice in asking questions, have students write "questions" to the answers. Students stand and read questions to the class.
- Good sources for categories and answers are previous Social Studies or spelling units.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write statements, questions, commands and exclamations.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Interjections/emotions, punctuation

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: How Did You Feel
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Write several situational sentences on a worksheet with space underneath each for student responses. Have the sentences create a response or reaction in the student.
  Example: "Mother sends you to the store for ice-cream as a treat after you clean your room, and on the way you lose your money."
- Have students write responses in the form of exclamations, using the proper punctuation. Encourage them to write two or three sentence responses.

Variation(s):

- List several emotions on a worksheet. Direct students to write one word exclamations in response to the emotions.

Example:

EMOTIONS	RESPONSES
Surprise	Wow!
Unhappy	Bummer!
Happy	Far Out!

District Resources

256

257

Suggested Activities: Grade(s) ______

Title: The Four Types of Sentences
Group Size: entire class
Materials: worksheet

Procedure(s):

- On a worksheet, teacher writes definitions and examples of statements, questions, commands, and exclamations. Discuss orally with students.
- Also on worksheet, write several examples of each kind of sentence leaving off end punctuation. Add a blank space at the end of each sentence for students to fill in.
- Have students add appropriate end punctuation and fill in blank as to whether sentence is a statement, question, command or exclamation.

Example:

- A Declarative statement expresses a fact or opinion (i.e., I like dogs.) and ends with a period.
- An interrogative statement asks a question (i.e., Where are you going?) and ends with a question mark.
- An exclamatory statement expresses emotion or strong feeling and ends with an exclamation point (i.e., Shut your mouth!).
- An imperative statement commands; gives an order (i.e., Do the dishes.) and ends with a period.

Directions:

- Read the following sentences and label with an I for imperative, a Q for interrogative or question, an E for exclamatory and a D for declarative in the blanks provided at the beginning of each sentence. Then supply the correct end punctuation for each sentence.

Example(s):

Q1. Where is Joy?
E2. Shut up!
D3. It is rainy.
I4. Call your Mother.
5. etc.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write statements, questions, commands and exclamations.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Punctuation

Suggested Activities: Grade(s) 4-6

Title: You're in Charge
Group Size: pairs, entire class
Materials: worksheet

Procedure(s):

- Teacher prepares a worksheet that says the following:
  "You're in charge. You may tell anyone in the class to do any activity that is reasonable, and that can be done in the room. Your command can be funny or serious. Below write ten complete commands, telling someone to do something." (Include some examples).
  Time: 30 minutes; 20 writing, 10 oral.
- Hand out the worksheet to each student and have them write the ten complete commands as instructed on the worksheet.
- When the students have completed the exercise, have each one read a favorite command, and name another student to do it.

Suggested Monitoring Procedures

Collect and correct handouts.

Note oral mistakes.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Tell Me What You See
Group Size: individual, entire class
Materials: an unusual object, paper, pencil, chalkboard, chalk

Procedure(s):

- Explain or review what a statement is.
- Send three students out of the room.
- The rest of the class is shown the object and each student writes ten complete statements about the object on paper.
- The three students return and attempt to draw the object on the board as each student reads his/her statements.
- Any statements that are not complete, or do not have a capital or a period are deleted by the teacher as he/she stands by the student reading.
- Students drawing erase and start over with each new set of statements.
- Repeat the exercise until the class gets tired.

Title: Discover a New Place
Group Size: pairs
Materials: paper, pens, pencils

Procedure(s):

- Divide class into pairs. One student must have a pen, the other a pencil.
- Students discuss in pairs and each decide on a place that one has been to and the other hasn't.
- Each student writes several questions about the partner's place.
- Students trade questions with partners and answer questions about their place using statements. No more talking.
- When the exercise is completed, each student gives a report on the partner's place, using the partner's statements for information.

Suggested Monitoring Procedures

Teacher collects and grades papers.

Teacher collects and grades papers for correct punctuation and sentence structure.

Possible Resources

District Resources

SMALL S[illegible]OLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student is able to write statements, questions, commands, and exclamations. B. The student is able to answer a question with a clear and complete written sentence.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Questions could be made up to fit any subject matter being studied.

Suggested Activities: Grade(s) 4-6

Title: The Complete Answer
Group Size: entire class
Materials: worksheet

Procedure(s):

- Pass out a worksheet with a sequence of similar questions. Each question is followed by the start of a complete answer, with less of the complete answer being given each time.

  Example:

  1. Why did Tommy go to the river?
     Tommy went to the river________________.
  2. Why did Mary buy the candy?
     Mary bought the ________________.
  3. Why did Cathy water the plants?
     Cathy watered________________.
  4. Why did David go to the beach?
     David________________.
  5. Why did Mother want the rooms cleaned?
     ________________.
- The student is instructed to be sure each answer is a complete sentence.
- Other sequences could involve who, what, when, how and where questions.

Title: Interview Reports
Group Size: pairs, entire class
Materials: paper, pencils

Procedure(s):

- Each student writes ten general type questions that can be answered by any other student.
- Have students arrange themselves in pairs.
- Students exchange papers and write complete sentences to answer the questions.
- Papers are given back to the questioners, who then give a report on the other person.

Suggested Monitoring Procedures

Teacher corrects the papers.

Have students give reports orally.

Collect papers and check for complete sentences and proper punctuation.

Possible Resources

All subject matter books.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Paragraphs

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a well written paragraph has one main idea.	135	4-8					
. a paragraph usually has a logical arrangement of details.	137	4-8					
. a paragraph usually has a topic sentence.	151	6-8					
The student is able to:							
Given Materials:							
*. write a paragraph of at least three sentences when given a topic.	139	4-6					
. organize and write details into a unified (single topic) paragraph when given material.	141-	5-6					
Original Paragraphs:							
. select a paragraph topic.		6-8					
. formulate supportive details for selected paragraph topic.	145	6-8					
. formulate conclusion for paragraph.	147	6-8					
. write an expository paragraph with topic sentence, supporting details and conclusion (at least five sentences).	149	6-8					
. formulate transitory statement for paragraph writing.		7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows a well written paragraph has one main idea.

B. The student knows a paragraph usually has a topic sentence.

State Goal	1,8,10
District Goal	
Program Goal	2,3,7

Related Area(s) See paragraph objectives.

Suggested Activities: Grade(s) 4-6

Title: Who's On First
Group Size: entire class
Materials: worksheet, pictures

Procedure(s):

- Hand out worksheet containing several related paragraphs in sequence. Have pictures that show the main idea of each paragraph.
- Read the paragraphs to the class.
- Discuss with student the main idea of each paragraph. Underline the topic sentence.
- In front of the class, arrange the pictures in a different order than the paragraphs.
- Have a student rearrange the pictures in the order he/she feel corresponds with the order of the paragraphs.
- Discuss with class members why they do or do not agree with the selected order. If they don't, arrange the pictures through class discussion in proper sequence.

Variation:

- Reverse the procedure by ordering paragraphs related to a group of pictures that are in sequential order.

Suggested Monitoring Procedures

Observation of students during activity.

Possible Resources

District Resources

[illegible]	Suggested Monitoring Procedures	Possible Resources

District Resources

273

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Suggested Objective Placement 4-8

Student Learning Objective(s) The student knows a paragraph usually has a logical arrangement of details.

State Goal	1,8,10
District Goal	
Program Goal	3,7,5

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Scrambled Paragraph
Group Size: small groups, entire class
Materials: paragraph written one sentence per card

Procedure(s):

- Students are given one card each for one of the paragraphs.
- The students with cards come to the front of the room and read their sentences orally in random order.
- The rest of the class members take turns rearranging the students at the front of the room, until the order is correct for a sensible paragraph.

Example: One sentence per card

- When it was voted upon, everyone wanted to hike.
- Jess suggested that they take a hike to a glacier.
- A few students wanted to go to the zoo.
- The students were planning a field trip.
- A noisy discussion followed this suggestion.

Variation:

- Students with cards have to arrange themselves into logical order for a paragraph.

Title: Let's Order It
Group Size: individual, small group
Materials: tagboard strips, each containing a paragraph statement

Procedure(s):

- Give the students a set of tagboard cards and explain that the cards, if put together properly, will form a complete paragraph.

Suggested Monitoring Procedures

Check individual student arrangement of sentences into paragraph.

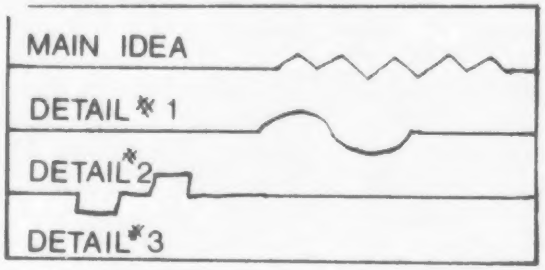
Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- Explain that one sentence is the main idea and that the others are details.
- The student puts the cards in order. (Use the student's desk, a table or bulletin board.)
- Have the student read the paragraph out loud. If there are no mistakes you can switch a couple of sentences and ask the student why it should not be organized this way.
- If mistakes were made, follow up by asking the student why he/she did it, and work the student toward proper sequence.
- If you have students who have difficulty sequencing supportive details, you can use this same activity but add a "key" game so that the student cannot make a mistake.

Example: Keying Correct Sequence



Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to write a paragraph of at least three sentences when given a topic.

State Goal	1,8,10
District Goal	
Program Goal	2,3,7

Related Area(s) Creative Writing--description/character

Suggested Activities: Grade(s) 4-6

Title: About Me-About My______
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Students are instructed to write a paragraph about themselves without using any "giveaway" clues like names. The name may be on the paper as part of the heading.
- Papers are turned in to the teacher, who reads them aloud.
- As each one is read, students try to guess who wrote it.
- This could also be adapted to be more specific by instructing students to write a paragraph describing their house, pets, etc..
- Students could also be instructed to write a paragraph biography of another student, to be read aloud having students guess who it is about.

Suggested Monitoring Procedures

Teacher gives positive comments and/or constructive criticism orally after owner is guessed.

Title: Chancy Paragraphs
Group Size: entire class
Materials: cards with one common noun on each, one per student

Procedure(s):

- Teacher gives each student a card with a common noun written on it.
- Students have a time limit (five minutes, for example) to write a three sentence paragraph about the noun on the card.
- If the student can't think of anything to write, he/she may trade for an extra card (once).
- Cards could be traded for writing another paragraph or two for extra practice.

Suggested Monitoring Procedures

Paragraphs are read aloud. Teacher reads and comments on paragraphs.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: What Is It?
Group Size: entire class
Materials: pen, pencil, paper

Procedure(s):

- Students are asked to choose an object that is common and give it a "coined" name. For example, a pencil may become a "whizzit".
- Students write a paragraph, giving clues as to what the object is, but instead of naming it, use the word "whizzit".
- Students could be instructed to concentrate on a specific area when writing. For example, when describing a pencil, concentrate on use, or feel, or sight.
- Papers are read and the class tries to guess what the object is.
- Focus class discussion on the need for clear descriptive details.

Title: Stretching Paragraphs
Group Size: entire class
Materials: pencils, papers, timer (watch)

Procedure(s):

- Students are instructed to pick a topic they know something about. Students having difficulty picking a topic can be helped by the teacher asking them to tell how to do something; raising a colt, clean up a room, etc..
- Students are told this exercise is going to be timed (ten to fifteen minutes) and the only requirement is that they stay on the topic. Reassure the students that spelling doesn't count, and that they should feel free to sound out words. If they still need help, offer to write any word they ask for on the chalkboard.
- At the end of the time, students are asked to count the number of words they have written and put it at the top of the paper. This is their only score.
- This activity should be repeated several times, with the same time limit, so that students can see and feel an increase in speed and fluency.
- After several of these paragraphs are done and not corrected for grammar or spelling, one can be used as a rough draft to be proofread, corrected and redone.

Suggested Monitoring Procedures

Teacher gives positive comments and criticism either orally or written.

Paper can be collected and read to make certain topic was followed. Comments could be made on contents.

Resist all temptations to mark spelling corrections!

Possible Resources

District Resources

Suggested Objective Placement 5-6

Student Learning Objective(s) A. The student knows a paragraph usually has a logical arrangement of details. B. The student is able to organize and write details into a unified (single topic) paragraph when given material.

State Goal	1,8,10
District Goal	
Program Goal	3,5,7

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Don't Bake The Box First
Group Size: entire class
Materials: pencils, worksheets

Procedure(s):

- Students are given sentences that are out of order but have a logical sequence. They are asked to read the sentences, decide on the proper order and write them in a paragraph.

Example:

How to Cook A Good TV Dinner

1. Then you get the TV dinner out of the freezer.
2. First you heat the oven to the proper temperature.
3. You let it cool off a little.
4. You eat it.
5. You read the directions and then follow them to cook it.
6. Take the TV dinner out of the box.

Variation:

- Students are given out-of-order words or phrases and are asked to put them in logical order. Students write a sentence using each word or phrase to form a paragraph.

Example:

How To Take A Bath

get out
soap all over
dry off

run the water
get in
get undressed

Suggested Monitoring Procedures

Read and comment on the worksheets.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Extra Credit Paragraphs - or What To Do When Your Work's Done
Group Size: individual
Materials: 3" x 5" cards, file box

Procedure(s):

- The teacher writes an unfinished sentence on each card that could inspire a paragraph.
- The cards are placed in a file box. The students are instructed to look through the box, pick a card, and take it back to his/her desk.
- Student copies the unfinished sentence onto paper, finishes the sentence, and adds several more sentences until he/she has written a satisfactory paragraph.
- The student can be asked to initial the card when the paragraph is done, so the work won't be repeated by the same individual.
- The paragraph should be handed in at a special extra credit box or folder so that the teacher is not interupted while working with other students.

Title: Peanut Butter and Jelly
Group Size: entire class
Materials: one jar of peanut butter, one jar of jelly, butter, two knives, one loaf of bread, work area, dry and damp towels, paper, pencil

Procedure(s):

- Keep all supplies stashed until the first half of the activity is completed.
- Students are given ten minutes to write one paragraph (can be in outline form) explaining how to make a peanut butter and jelly sandwich.
- Collect the papers.
- Assign two students to set up supplies in an observable area and follow student written directions to a "T". Read the directions as they are written, including punctuation or lack ot it. For instance; "Put the peanut butter on the bread." Demonstrator puts peanut butter jar on bread.

Suggested Monitoring Procedures

Teacher periodically empties the folder or box, reads paragraphs and makes short written comments on them. Unless a student needs a conference to straighten out problems, the papers are returned.

Papers could be graded for accuracy according to demonstrative result.

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that a paragraph has a logical arrangement of details. B. The student is able to organize and write details into a unified (single topic) paragraph when given material.

Related Area(s)

State Goal	1,8,10
District Goal	
Program Goal	3,5,7

Suggested Activities: Grade(s) 5-6

Title: Scramble, Unscramble
Group Size: entire class
Materials: overhead projector, chalkboard, pencils, paper

Procedure(s):

- Students list the procedures or steps of an activity (how to prepare a baby bottle, how to clean an aquarium), not necessarily in order, for the teacher to write on the chalkboard or overhead.
- Students in small groups, write scrambled processes and give to another group to put into logical order.
- Students can do above procedure on an individual basis.

Variation(s):

- (7-8) Students can then write the sentences in logical order in paragraph form. Topics can be chosen that have more individual appeal, i.e., how to change a bike tire, how to clean a fish, how to groom a horse for a show, how to plant a garden, etc.

Suggested Monitoring Procedures

Teacher helps students by walking around to each group or individual and helping with the adding and deleting process.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows a paragraph usually has a topic sentence.
B. The student is able to formulate supportive details for a selected paragraph topic.

State Goal	1,8,10
District Goal	
Program Goal	2,3,7

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Support Your Topic
Group Size: individual, small group, entire class
Materials: pencils, cards with name of a common object on each

Procedure(s):

- Students are given a card and are instructed to make a quick list of words and phrases that pertain to that object.

  Example:

  --hammer--
  pounds nails
  made of metal and wood
  buy at hardware store
  used by carpenters, handymen
  tool
  ouch

- Students are then asked to cross out any items that do not seem to fit, list all that are left in logical order, and form a generalization that can be stated in a topic sentence.
- The students write the topic sentence, then each of the items on the list into sentences. Some items may be combined to form compound sentences.
- Students then write a concluding sentence, if they see the need for it.

Suggested Monitoring Procedures

Teacher should walk around room answering questions, offering suggestions.

Finished paragraphs should be collected and read to see if the lesson is understood.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to formulate a conclusion for a paragraph.

State Goal	1,8,10
District Goal	
Program Goal	2,3,7

Related Area(s) Current events.

Suggested Activities: Grade(s) 6

Title: Finish It!
Group Size: entire class
Materials: newspaper, scissors, (optional paste or tape)

Procedure(s):

- Each student cuts a paragraph from the newspaper. Then he/she cuts off the final sentence of that paragraph.
- The student gives the body of the paragraph to another student who then writes a new concluding sentence for it.
- After the concluding sentence is written, the original sentence is given to the writer for comparison.

Suggested Monitoring Procedures

Teacher circulates around the room, seeing how the students are doing, helping those having difficulty.

All parts, the paragraph, the cut-off sentence and the new concluding sentence could be pasted or taped to a single sheet to be turned in.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
297		298

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to write an expository paragraph with topic sentence, supporting details and conclusion (at least five sentences).

State Goal 1,8,10

District Goal

Program Goal 2,7,8

Related Area(s) Outlining-Proofreading

Suggested Activities: Grade(s) 6

Title:	Out of Order
Group Size:	entire class
Materials:	paper, pencils, worksheets

Procedure(s):

- Students are given worksheets numbered and lined in the following manner.

1. ____________________
3. ____________________
4. ____________________
5. ____________________
2. ____________________

- Students are instructed to write the following types of sentences on each line in numerical order.
- Line number one should be the topic sentence.
- Line number two should be the conclusion they expect to reach.
- Lines three, four and five should be the details that logically lead to the conclusion.
- After writing the sentences, proofreading them, and making any necessary corrections, the sentences should be copied into proper paragraph form on a clean sheet of paper.

Suggested Monitoring Procedures

Paragraphs and worksheets could be read and commented on by the teacher.

Paragraphs could be shared aloud and commented on by other students.

Teacher could initiate discussion of the ease or difficulty of this exercise.

Possible Resources

Books:

District adopted Language Arts text

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

301

302

SUBJECT: Language Arts

SPECIFIC AREA: Outlining

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
• a Roman numeral in an outline identifies a main idea (topic).	155	4-8					
• a capital letter in an outline identifies a subtopic.	155	4-8					
• a numeral in an outline identifies a detail.	161	6-8					
The student is able to:							
• determine the main idea (topic) of a paragraph.	153	4-5					
• make an outline from given material which identifies the topic and subtopics of a paragraph.	155	5-6					
• make an outline from given material which identifies the topics and subtopics of multiple paragraphs.	157	5-6					
• identify supportive details of a paragraph.	157	6-8					
• make an outline from given material which identifies topics, subtopics, and supportive details.	161	6-8					
• make an outline identifying the topic and subtopics for writing an original paragraph.		6-8					
• identify supportive details to be included in original writing.		6-8					
• make an outline identifying topics, subtopics, and details for multiple paragraphs in original writing.		7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-5

Student Learning Objective(s) The student is able to determine the main idea (topic) of a paragraph.

State Goal	1,10
District Goal	
Program Goal	2,3,5,7

Related Area(s)

Suggested Activities: Grade(s) 4-5

Title: Recognizing and Paraphrasing Main Ideas
Group Size: entire class
Materials: worksheet containing three paragraphs

Procedure(s):

- Hand out to every student three paragraphs taken from their text books. Each paragraph should contain a topic sentence.
- Read each paragraph aloud and ask students to identify the main idea and underline it.
- Beneath each paragraph have students rewrite the topic sentence in their own words.
- Have students write their paraphrased sentences on the chalkboard and examine them, making certain the main idea is clearly stated.

Example:

Given Paragraph: Using an electric chain saw is an efficient method of felling trees and cutting them into lengths. (topic sentence) It is lighter than a gasoline saw, and more certain to start. Compared to an old-fashioned hand saw, an electric chain saw is a powerful, fast-working tool.

Sample Paraphrase: Electric chain saws are good for cutting wood because they are efficient at both felling trees and cutting them into lengths.

Suggested Monitoring Procedures

Evaluate main ideas that are paraphrased by students.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Title: Sentences That Don't Belong
Group Size: entire class
Materials: worksheet of paragraph containing one unrelated sentence

Procedure(s):

- Read the two paragraphs aloud.
- Explain that in a good paragraph every sentence should keep to the topic.
- Read one of the following paragraphs to the class. Have students pick out and underline the topic sentence.
- Explain that each paragraph in this lesson contains one sentence that does not relate to the topic.
- Have students reread the paragraphs and discuss with class which sentence should not be included, and the reasons why. Have students draw a line through the unrelated sentence.

Example(s):

- There we were studying topic sentences in English class. (topic sentence) The teacher was giving directions, the students had their books open, and there was a businesslike atmosphere in the room. ~~The daffodils growing outside obviously needed watering~~. (unrelated sentence) We all realized the lesson was important.
- The period before lunch is a difficult one. (topic sentence) ~~Daffodils often bloom this time of year~~. (unrelated sentence) We were hungry. Smells of good chili dogs wafted from the cafeteria. The teacher seemed to be weakening, and in addition, the sound of the other students passing to the lunch room was very distracting.

Suggested Monitoring Procedures

Teacher leads and monitors class discussions.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-6

Student Learning Objective(s) A. The student is able to make an outline from given material which identifies the topic and subtopics of a paragraph. B. The student knows a Roman numeral in an outline identifies a main idea (topic). C. The student knows a capital letter in an outline identifies a subtopic.

Related Area(s)

State Goal	1,8,10
District Goal	
Program Goal	2,3,5,7

Suggested Activities: Grade(s) 5-6

Title:

Group Size: small group, entire class

Materials: stories or articles dealing with various content areas

Procedure(s):

- Review the proper use of Roman numerals (main topic) and capital letters (subtopics) for making an outline.
- Have class read a selection (paragraph) in a particular content area.
- Then pass out parts of a prepared outline for the selection students have read.
- Have students volunteer to organize these parts into the proper outline form.

Variation:

- Have students read a selection.
- Pass out cards (3" x 5") with Roman numerals and capital letters to indicate main topic and subtopics, i.e., I A B
- Ask the student with I to name the first main topic.
- Ask the student with A to supply the subtopic.
- Work through all cards to complete the outline, identifying the topic and subtopics.

Suggested Monitoring Procedures

Possible Resources

Medley, Houghton Mifflin Series, 1976, Teachers Guide pp 361-363

Mini-Unit in Reading, Book II Fox, Weiner, Globe Book Co., Inc. 1976, pp. 146-148

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

312

313

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-6

Student Learning Objective(s) The student is able to make an outline from given material which identifies the topics and subtopics of multiple paragraphs.

State Goal	1,8,10
District Goal	
Program Goal	2,3,7

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Paragraph Skeletons
Group Size: entire class
Materials: a worksheet containing a two-paragraph story

Procedure(s):

- Hand out to every student a two-paragraph story and read it orally with the students.
- List the title of the story on the chalkboard.
- Reread the first paragraph and ask the students to identify the topic (main idea) of that paragraph.
- Write the topic (main idea) on the chalkboard in whatever form the student has expressed it.
- Reread the second paragraph and ask students to identify the topic (main idea) of that paragraph.
- Write the topic (main idea) of that paragraph on the chalkboard, leaving space between first and second ideas.
- Go back to the first paragraph and ask students for the other, less important ideas found in that paragraph. List those ideas as subtopics below the main idea.
- Repeat with the second paragraph.
- Supply Roman numerals where needed and also capital letters for subtopics. Explain the purpose for using the format.

Suggested Monitoring Procedures

Check outlines for form and content.

Check student stories to see if the students stayed with their outlines.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

316

317

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to identify supportive details of a paragraph.

State Goal	1,8,10
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Finding Details
Group Size: individuals
Materials: worksheet

Procedure(s):

- Hand out worksheet.
- Below the paragraph on the worksheet is part of an outline which shows the topic and the subtopics. The number of details needed is shown by the figures under the subtopics.
- Make the outline complete by filling in the details given in the paragraphs.

Example:

- Nature protects animals in many ways. A great many animals have colors that protect them. For example, polar bears are white, frogs are green, and many caterpillars, snakes and birds are the same colors as their natural homes. Many harmless flies are colored to look like bees and therefore are left alone. The viceroy butterfly which tastes good to birds, is not eaten because it looks so much like the monarch butterfly, which birds will not eat.
- Other animals are protected by both their color and their form. The walking stick insect, the Indian dead leaf butterfly, and some other kinds of butterflies are invisible to the untrained eye in their natural surroundings. Nature thus protects these animals.

I. Nature's protection of animals.
    A. Animals protected by color
        1.
        2.
        3.

Suggested Monitoring Procedures

Possible Resources

Writing Continuum Handbook, Mukilteo School District #6 Grade #5

District Resources

Suggested Activities: Grade(s) ______

4.
5.

B. Animals protected by color and form
1.
2.

- The teacher may want to begin with just one paragraph and have students identify the details for one paragraph before identifying the details for multiple paragraphs.
- Write outline skeleton on board.
- Class discusses which entries they had for each division

Suggested Monitoring Procedures

Check and evaluate student responses during discussion.

Possible Resources

District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows a Roman numeral in an outline identifies a main idea (topic). B. The student knows a capital letter in an outline identifies a subtopic. C. The student knows a numeral in an outline identifies a detail. D. The student is able to make an outline from given material which identifies topics, subtopics, and supportive details.

State Goal	1,8,10
District Goal	
Program Goal	2,3,5,7

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Outline Form
Group Size: small group, entire class
Materials: tagboard cards with Roman numerals and capital letters

Procedure(s):

- Make a set of tagboard cards containing Roman numerals and capital letters. A set of cards might contain the following cards, though sets could vary in the total number of cards.

Example:

I II A A B B C
1. 1. 2. 2. 3.

- Randomly pass out cards to students, one card per student.
- Have students place cards on a table in order to show the correct form of an outline.

Example: (see opposite side of page)

Suggested Monitoring Procedures

Possible Resources

District Resources

322

323

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

I
  A
    1.
    2.
  B
    1.
    2.
    3.
II
  A
  B
  C

- Have students record the outline form made with the cards.
- Shuffle cards and redistribute them to class members Have students again form an outline using the cards.
- Have students compare the original outline form to the second outline form.
- Discuss with students why it is possible to arrange the cards into more than one correct outline form. (Make certain students indent the cards properly as they arrange the outline).

Extension:

- Give student a written selection. Have them identify the topics, subtopics and details. Have them arrange the topics, subtopics and details in correct outline form.

District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student is able to make an outline identifying the topic and subtopics for writing an original paragraph. B. The student is able to identify supportive details to be included in original writing.

State Goal	1,8,10
District Goal	
Program Goal	2,3,5,7

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Outlining
Group Size: small group, entire class
Materials:

Procedure(s):

- Discuss the four seasons of the year, and list them on the chalkboard.
  - I. Spring
  - II. Summer
  - III. Fall
  - IV. Winter
- Select any one of the seasons and prepare an outline fcr writing a paragraph about that season. Begin by identifying the subtopics to be included in the paragraph.

Example:

I. Spring
    A. weather
    B. flowers

- After subtopics have been listed, identify details to be included for each of the subtopics.

Example:

I. Spring
    A. weather
        1. rains in March
        2. sun in May
    B. flowers
        1. crocus
        2. daffodils
        3. tulips

- After supportive details have been identified, have class write a group paragraph. (Students dictate sentences to teacher and teacher writes them on the

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

chalkboard).

Sample Paragraph written from Outline:

During springtime many changes occur in the weather, and in the flowers that grow all around us. During March, it is often cold and raining, but by mid-May it is usually sunny and warm. As the weather changes, many changes are seen in the flowers that grow in the yard. First flowers to bloom are the crocus, but as the weather warms, colorful daffodils and tulips are everywhere.

- After paragraph is written, have students check the paragraph for a topic sentence. Also have student compare paragraph with outline to determine if the outline was truly followed when writing the paragraph.

Extension:

- Have students make other outlines for paragraph writing. This may be done again as a class activity, or in small groups or individually.
- Using the other seasons of the year, and making outlines for them, lends itself nicely to outlining for multiple paragraph writing.

Suggested Monitoring Procedures

Possible Resources

District Resources

SUBJECT: **Language Arts**

SPECIFIC AREA: **Written Expression: Practical - Proofreading**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the first draft of writing usually requires proofreading and revision.	167	4-8					
. communication may be obscured by careless errors.	167	4-8					
The student is able to:							
. use proofreading to correct errors in: spelling, usage, punctuation, legibility.	167	4-8					
*. revise sentence structure including sentence fragments and run-on sentences.	171	4-7					
. evaluate written material and edit for clarity.	173	6-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that the first draft of writing usually requires proofreading and revision. B. The student knows communication may be obscured by careless errors. C. The student is able to use proofreading to correct errors in spelling, usage, punctuation and legibility.

State Goal 1,8
District Goal
Program Goal 3,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Proofreading as a Class Activity
Group Size: entire class
Materials: student paper, chalk, chalkboard, or copy of student's paper and overhead projector, pen

Procedure(s):

- After a writing lesson, the papers need to be read by the teacher to find common errors (commas, periods, quotation marks, need for varied sentence patterns, better use of language, such as similes, adjectives, adverbs, avoiding cliches, etc.)
- Examples of one or two of these problems can be written on the board without revealing the papers they came from.
  1. Have the class correct the examples together.
  2. Other less common mistakes can be pointed out briefly to be looked for in proofreading.
- After the papers are returned, each writer should proofread his/her paper for mistakes included on the board, and other errors they might find. The teacher should use this time to work individually with those who need special help.

Variation:

- Later entire paragraphs can be written on the chalkboard for students to correct together.
- If any errors are missed, the teacher should give clues until they are found.
- Papers are then returned to writers for corrections as above.

Suggested Monitoring Procedures

Proofreading needs to be directed to be effective.

- Students need to be looking for a particular type of mistake: end punctuation, commas in a series, unfinished sentences, etc.
- Only one or two types of errors can be covered in one reading. A paper should be proofread several times.

Most students are unable to find and correct every error and should not be expected to do so.

- Proofreading is a highly sophisticated skill.
- It is important not to expect student's writing to meet adult standards.

Perfect copies need not be made of all writing. Nothing should be recopied unless there is a valid, recognized purpose.

Possible Resources

Curriculum Bulletin LAL5
Edmonds Dist. #15

Tacoma Public Schools, English Enrichment Activities, Grades 4, 5 & 6

District Resources

Suggested Activities: Grade(s) ______

Title: Proofreading
Group Size: individual, entire class
Materials: previously written paper checked by the teacher

Procedure(s):

- The teacher should return corrected written compositions marked with 'R' for rewrite.
- If any student's paper is marked 'R' for rewrite, (and most will be), the student should use a red pencil to find and circle his/her errors, and write the corrections above them.
- Check to see that the original error is not erased.
- When the students have finished proofreading, they should cross out the 'R' and return the paper to the teacher.
- The teacher should glance through the paper to see how many errors have been corrected.
- When beginning this lesson, give lots of credit. If the student has found any of the errors on his/her paper, mark the paper 'O.K.' and return to the students.

Title: Proofreading
Group Size: small group, entire class
Materials: worksheets of student papers, pencils, dictionary

Procedure(s):

- Make duplicate copies of several student's creative writing papers, student's original spelling and punctuation, etc.
- Hand copies out to students in the class.
- Have students correctly rewrite the story, paying special attention to spelling and punctuation errors.

Suggested Monitoring Procedures

Evaluate the student's skills of grammar by correcting the paper he/she rewrites.

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that the first draft of writing usually requires proofreading and revision. B. The student knows communication may be obscured by careless errors. C. The student is able to revise sentence structure including sentence fragments and run-on sentences.

State Goal 1,8
District Goal
Program Goal 3,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Proofreading Wall Chart
Group Size: entire class
Materials: tagboard, felt tip marker

Procedure(s):

- The following is a list of questions that can be used by students when proofreading their papers. These questions can be placed on large tagboard and discussed totally, or placed on tag strips, and discussed one at a time. The end result is to have these questions in view at all times.
- What did I wish to tell?
- How did I want to say it?
- Am I satisfied with the way I said it?
- Have I included all the necessary information?
- Have I included anything that should be omitted because it detracts from the main idea?
- Is my production complete?
- Have I succeeded in expressing my thoughts clearly?
- Have I explained important points clearly and concisely, and kept the ideas in proper order?
- Have I used the best sentence structure to convey my thoughts to good advantage?

Suggested Monitoring Procedures

Most writing is done to share ideas, feelings or information. Mechanics, usage, penmanship, spelling, etc., are only tools to insure clarity and effectiveness. They have no other value or purpose. Forgotten periods, misspelled words, and poor handwriting are problems because they confuse the reader. When a teacher emphasizes communication and meaning, students are more willing to proofread their papers.

Possible Resources

Tacoma Public Schools
English Enrichment Activities
Grades 4, 5, and 6

District Resources

Suggested Activities: Grade(s) ______

Title: Proofreading
Group Size: individual, entire class
Materials: worksheet, pencil, paper, pen

Procedure(s):

- Copy the following story onto a worksheet.
- Hand out to students and have them correct the various errors of spelling, capitalization, punctuation and sentence structure.
- Students make corrections and hand in to teacher for evaluation.
- Teacher returns worksheet to students so they may rewrite the paper correctly.

STORY

With errors:

"Dragon prows westward was written by william h.
bunce. It is a story of how eric crosed the atlint
ac ocean in a viking ship and how he landed on the
shores of north america which the vikings called
vineland then he cric was captured by the idnians
I enjoyed reading about the adventures of the early
explorers and this one is of the most exciting
storys I have red."

Corrected story:

Dragon Prows Westward was written by William H. Bunce. It is a story of how Eric crossed the Atlantic Ocean in a Viking ship. He landed on the shores of North America, which the Vikings called Vineland. Then, Eric was captured by the Indians.

I enjoy reading about the adventures of the early explorers, and this is one of the most exciting stories I have read.

Suggested Monitoring Procedures

The teaching of proofreading should relate to only one or two types of errors at one time.

This paper has a multiple of errors in spelling, punctuation, capitalization and sentence structure, and these concepts should be reviewed before worksheet is handed out.

Possible Resources

Most Language Arts texts and workbooks will have examples of proofreading paragraphs.

District Resources

Suggested Objective Placement 4-7

Student Learning Objective(s) A. The student knows that communication may be obscured by careless errors. B. The student is able to revise sentence structure including sentence fragments and run-on sentences. C. The student is able to use proofreading to correct errors in spelling and punctuation.

State Goal	1,8
District Goal	
Program Goal	3,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Are You Sure?
Group Size: individual, pairs
Materials: paper, pencil, dictionary

Procedure(s):

- Say to the student:
- After you have finished the first draft of your paper, put it aside for a day or two.
- Hand your paper to a partner.
- Have this person read your paper aloud to you. You will then be listening to what you have written and judging if this is what you wanted to say.
- If you hear sentence fragments, run-on sentences, or incorrect sentence structure, take time to correct these errors.
- After you have made changes, read your paper aloud.
- If you hear no more errors, have the teacher look over your paper.
- Write final copy of paper.

Title: Circle It Red!
Group Size: individual, pairs
Materials: student paper, colored pens, (red pen), dictionary

Procedure(s):

- Students exchange papers and check partner's composition.
- Circle all misspelled words with colored pen (red).

Suggested Monitoring Procedures

Prior to the final writing, read the papers the students feel they have corrected and thoroughly proofread.

Evaluate the student's skills of grammar (proofreading) by checking the recorrected paper.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
- Check partner's papers to see if each sentence ends with a punctuation mark. - Students recorrect own papers leaving red "error" markings, and writing correction above or beside. - Teacher checks student papers. - Both students will be graded as to how well each has found and corrected errors.		

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to evaluate written material and edit for clarity. B. The student is able to use proofreading to correct errors in spelling, usage, punctuation and legibility.

State Goal	1,8
District Goal	
Program Goal	3,5,7

Related Area(s) Reading, Comp. Skills, Spelling, Language Arts.

Suggested Activities: Grade(s) 4-6

Title: Sentence Lifting I
Group Size: individual, entire class
Materials: student's completed paper, red pencil (pen), chalkboard, chalk

Procedure(s):

- The teacher should select commonly made mistakes taken from clarity papers in any area (social studies, language, etc.).
- Write a number of sentences with common errors on the chalkboard. This can be any number of sentences (3 to 15).
- Do not correct the sentences; include all errors.
- Ask students to point out the mistakes orally. Do not write the corrected error in the sentence. If you wish to write corrections, do so on another section of the chalkboard.
- If the students cannot find all the errors, the teacher should point them out.
- When all the corrections have been made, the teacher should erase all corrections and ask the students to orally correct all sentences.
- After the oral corrections have been completed, have the class rewrite the correct version of the incorrect sentences which are still on the chalkboard.

Title: Sentence Lifting II
Group Size: individual, entire class
Materials: completed papers, red pencil, chalkboard, chalk, etc.

Procedure(s):

- The teacher may occasionally wish to vary the procedure described in "Sentence Lifting I."

Suggested Monitoring Procedures

Sentence lifting is a practical activity to allow students a chance to find and correct their own errors.

The teacher should collect the rewritten papers and check them to see that the corrections have been completed.

Mark the corrected papers 'O.K.' and return to the students.

The teacher should glance through the papers to see if the errors have been caught. If the student has made a great many mistakes, the teacher should give individual help. If even two or three errors have been caught, mark the paper 'O.K.' and return to student.

Possible Resources

Open Court Language Arts Program

District Resources

Suggested Activities: Grade(s) ________	Suggested Monitoring Procedures	Possible Resources
. Whole paragraphs should sometimes be used, as there are often errors in organization and continuity which are not seen in single sentences. . The same is true for whole compositions. These are best shown on an opaque projector or by making an overhead transparency of the written work to be corrected. . When using whole compositions, give the student the option of having his/her name shown or omitted.	The student should write in all corrections. He/she is expected to become independent in self-correction.	
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Letter Writing - Social

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. the heading in a social letter is located at the top right side of the page and contains street address, city and state and date.	177	3-5					
. the greeting in a social letter is spaced below the heading, begins at the left margin, usually includes "Dear" followed by the name of person being addressed, and followed by a comma.	177-	2-4					
. the body of the social letter follows below the greeting and contains a message.	177	2-4					
. the closing in a social letter is centered below the body, towards the right, and is followed by a comma, i.e., Yours truly, Sincerely, Love.	177	3-5					
. the signature of the writer is placed below the closing.		2-4					
. the title and the name and address of the receiver is placed in the center and to the right on an envelope.	181	3-5					
The student is able to:							
*. write a social letter containing a heading, greeting, body, closing, and signature.	177-	3-5					
*. address an envelope using correct capitalization, punctuation and form.	181	3-5					
*. address an envelope using correct capitalization, punctuation and form for a return address.		4-5					
The student values:							
. letter writing as a means of personal communication.	163-	4-6					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Suggested Objective Placement 4- 5

Student Learning Objective(s) A. The student is able to write a letter containing a heading, greeting, body, closing and signature. B. The student values letter writing as a means of personal communication. C. The student is able to write a social letter containing a heading, greeting, body, closing and signature.

State Goal	1,8,10
District Goal	
Program Goal	2,7,8

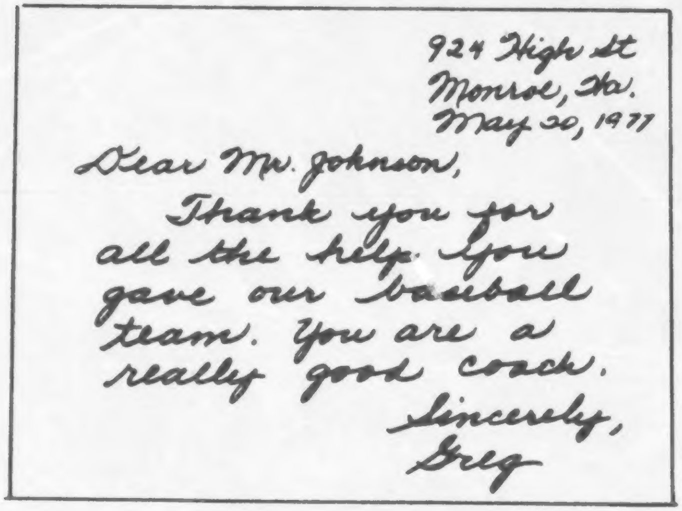
Related Area(s) Punctuation, Capitalization, Spelling

Suggested Activities: Grade(s) 4- 5

Title: Writing a Social Letter
Group Size: entire class
Materials: paper (lined), pencil

Procedure(s):

- Have students copy a letter in order to become familiar with style and form.



924 High St
Monroe, Ga.
May 20, 1977

Dear Mr. Johnson,

Thank you for all the help you gave our baseball team. You are a really good coach.

Sincerely,
Greg

Extension:

- Have students write several types of letters, i.e., friendly, thank you, invitation.

Suggested Monitoring Procedures

Teacher checks student's letters to see that:

- The heading is located at top right side of the page and contains street address, city and state and date.
- The greeting is spaced below the heading, begins at the left margin, usually includes "Dear" followed by name of person being addressed, and followed by a comma.
- The body of the letter follows below the greeting and contains a message.
- The closing is capitalized, centered below the body towards the right and is followed by a comma, i.e., Yours Truly, Sincerely, Love.
- The signature of the writer is placed below the closing.

Possible Resources

Texts:

Morton Botel. Spelling and Writing Patterns (Chicago: Follett, 1965), Bk.c.
Walter Barbe. Creative Growth with Handwriting (Columbus: Zaner-Blaser, 1975), Gr. 2-3

Teacher Resources:

Myers and Torrance. For Those Who Wonder; Plots, Puzzles and Plays; Invitations to Thinking and Doing; Invitations to Speaking and Writing Creatively (Boston: Ginn).

District Resources

Suggested Activities: Grade(s)

- Before students write individual letters, have teacher and students develop a letter as a class. Have each student copy the letter from the board.

Title: Original Letters
Group Size: entire class
Materials: lined paper, pencil

Procedure(s):

- Students may select various groups or individuals to whom they wish to write letters. Possible choices include: invitations to senior citizens, people of certain occupation, parents, etc., to visit class; pen pals, authors or illustrators of books; thank you notes after a field trip or other class event.
- Have each student write a letter. Check the letters for correct punctuation, capitalization, etc., and/or have students check each other's letters. Share letters.

Title: Progressive Letter
Group Size: small groups (four students each)
Materials: notebook, paper, pencil

Procedure(s):

- The first person in the group writes his/her own address for the heading.
- The second student, after correcting any errors in the inside address, writes a salutation on the same page.
- The third student, after correcting any errors in the salutation, writes an appropriate body on the same page.
- The fourth student, after correcting any errors in the body, writes a closing.
- The groups of four might compete to see who finishes first with no errors. Another competitive aspect would be to see which team writes the most imaginative or interesting business letter.

Suggested Monitoring Procedures

The teacher should be on hand to see which letter is completed first, and to check for errors.

The team with errors works together to find and correct eros, and remains in competition until a team finishes with no errors.

Possible Resources

Teacher Resources:

James A. Smith. Adventures in Communication (Boston: Allyn and Bacon, 1972).
Mauree Applegate. Easy in English (New York: Harper and Row, 1963).
D. Hennings. Content and Craft (Englewood Cliffs: Prentice Hall, 1973).
Mildred A. Donoghue. The Child and the English Language Arts (Dubuque: Wm. C. Brown, 1975), ch. 8

District Resources

Suggested Objective Placement 3-5

Student Learning Objective(s) A. The student is able to write a social letter containing heading, greeting, body, closing and signature. B. The student values letter writing as a means of personal communication.

State Goal	1,8,10
District Goal	
Program Goal	2,7,8

Related Area(s) ______

Suggested Activities: Grade(s) 4-5

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: Putting Letters Together
Group Size: pairs
Materials: paper, pencils

Procedure(s):

- Have students make a list of five different greetings. Dear Friend, Dear Sally, Dear Mother, Dear Miss Ramsey, Dear Mr. Thomas (teachers).
- On a second list, have the students write five closings: (Some may be humorous or imaginative) Your impatient friend, Sincerely, Yours truly, Yours in haste, Love.
- On a third list, have the student include five versions of their own name (including nicknames) as signatures.
- Provide students with a worksheet with five different bodies of letters.
- Students must read the letters and fill in humorous, imaginative or traditional greetings, names of recipients, closings and signatures.

Title: Test on Parts of a Letter
Group Size: entire class
Materials: worksheet, pencil

Procedure(s):

- Copy the following on a worksheet for the students to complete:

1. Place these parts of a letter in their correct order:

Body ____________
Closing ____________
Signature ____________
Salutation ____________
Heading ____________

Suggested Activities (Grade [illegible])	Suggested Monitoring Procedures	Possible Resources
2. Circle the errors (capitalization or punctuation) in the following: a. Sincerely Yours, b. Dear Grandma; c. 148 Linden Avenue, Penobscot Park, Vermont; July, 11, 1969 d. My Dear Mrs. Gates e. Dear Dick: f. 827 Harvester St. Wheatsworth, Kansas Nov. 24, 1969 g. sally jones h. Yours Truly		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-5

Student Learning Objective(s) A. The student is able to address an envelope using correct capitalization, punctuation and form. B. The student is able to address an envelope using correct capitalization, punctuation and form for return address.

State Goal	1,8,10
District Goal	
Program Goal	2,7,8

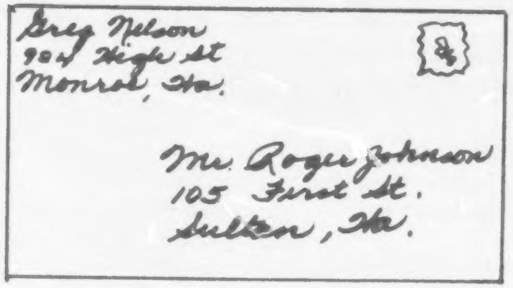
Related Area(s)

Suggested Activities: Grade(s) 4-5

Title: Addressing an Envelope
Group Size: entire class
Materials: paper or card, pencil

Procedure(s):

- Students will address a card to a parent, relative, or friend. Include a greeting for the nearest holiday at the time the activity is done.


Greg Nelson
904 High St
Monroe, Wa.
Mr. Roger Johnson
105 First St.
Sultan, Wa.

Variation(s): Address an envelope to be sent:

- to a pen pal.
- thanking someone after a field trip.
- to an author of children's books.

Suggested Monitoring Procedures

Teacher checks student's envelopes to see that the 1) address of the receiveer is placed in the center and to the right; 2) correct capitalization and punctuation is used.

Possible Resources

Teacher Resources:

Walter Petty. Slithery Snakes and Other Aids to Children's Writing (N.Y.: Appleton, 1967).

Alvina Treul Burrows, et al. They All Want to Write (N.Y.: Holt, 1964).

D. Hennings. Content and Craft (Englewood Cliffs: Prentice Hall, 1973).

Mildred A. Donoghue. The Child and the English Language Arts (Dubuque: Wm. C. Brown, 1975), ch. 8.

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District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		James Moffett. A Student Centered Language Arts Curriculum, Grades K-13 (Boston: Houghton Mifflin, 1973). James A. Smith. Adventures in Communication (Boston: Allyn and Bacon, 1972).
		District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Letter Writing - Business

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the heading in business letters is located at the top right side of the page, and contains street address, city and state, and date.	185	5-6					
. the inside address is below the heading and begins at the left margin.	185	5-6					
. the greeting in a business letter is spaced below the heading, begins at the left margin, usually includes "Dear", followed by the name of person being addressed, or may be written, i.e., Dear Sir:, Dear Ms. Smith:, and ends with a colon.	185	5-6					
. the body of the business letter follows below the greeting and contains a message.	185	5-6					
. the closing in a business letter is centered below the body, towards the right and is followed by a comma, i.e., Yours truly, Sincerely,.	185	5-6					
. the signature of the writer is placed below the closing.	185	5-6					
. the title and the name and address of the receiver is placed in the center and to the right on an envelope.	191	4-5					
The student is able to:							
. write a business letter containing a heading, greeting, body, closing and signature.	185	5-6					
. address an envelope using correct capitalization, punctuation and form.	191	5-6					
*. address an envelope using correct capitalization, punctuation, form and return address.	193	5-6					
The student values:							
. letter writing as a means of communication.	185	5-6					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 5-6

Student Learning Objective(s) A. The student is able to write a business letter containing a heading, inside address, greeting, body, closing and signature. B. The student values letter writing as a means of communication. C. The student is able to write a business letter containing a heading greeting, body, closing and signature.

Related Area(s)

State Goal	1
District Goal	
Program Goal	5,6,7

Suggested Activities: Grade(s) 5-6

Title: Writing a Business Letter
Group Size: entire class
Materials: paper, pencils, worksheet

Procedure(s):

- Copy the following exercise on a worksheet. Have the students tell what part of the letter is being described.
  - A. Heading
  - B. Greeting
  - C. Body
  - D. Closing
  - E. Signature
  - F. Inside Address

____________ 1. The date the letter is being written.
____________ 2. The name of the person writing the letter.
____________ 3. The name of the person that is receiving the letter.
____________ 4. The address of the person writing the letter.
____________ 5. The message of the letter.
____________ 6. The part where the writer is saying good-by.
____________ 7. The part where the writer is saying hello.
____________ 8. The address of the person receiving the letter.

- Have the students write a brief business letter, using the above exercise (corrected) as a guide.
- A check list that the students can use to evaluate letter writing.

Suggested Monitoring Procedures

Check student's work to make certain:

- the heading in a business letter is located at the top right side of the page, and contains street address, city and state, and date.
- the greeting in a business letter is spaced below the heading, begins at the left margin, usually includes "Dear" followed by the name of the person being addressed, and ends with a colon; i.e., Dear Ms. Smith:
- the body of the business letter follows below the greeting and contains a message.
- the closing in a business letter is centered below the body toward the right and is followed by a comma, i.e., Yours truly,
- the signature of the writer is placed below the closing.
- the inside address is below the heading, and begins at the left margin.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

PROOFREADING

	Yes	No
1. Does the heading include the date?		
2. Is the punctuation in the heading correct?		
3. Is there a colon following the salutation?		
4. Are paragraphs indented and begun with capital letters?		
5. Is there a comma following the closing?		

Title: Label the Parts of a Business Letter

Group Size: entire class

Materials: textbook with a sample business letter, worksheet with a student-written letter and a numbered list of parts in a business letter, pencil

Procedure(s):

- The teacher helps the class write a business letter on the chalkboard.
- Students could use sample in the text to help.
- Use the school address for a heading.
- The inside address could be to a foreign capital.
- The sentences for the body should be formulated by the students asking for tourist information.
- The closing is chosen from the text.
- Signature could be of one student chosen to represent the class.

Extension:

- Type the student-composed letter on a worksheet with the names of the parts of a business letter listed and numbered out of order underneath.
- Have students correctly number the parts of the written letter from the list on the worksheet.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 5-6

Student Learning Objective(s) A. The student is able to write a business letter containing a heading, inside address, greeting, body, closing and signature. B. The student values letter writing as a means of communication. C. The student is able to write a business letter containing a heading,

Related Area(s) greeting, body, closing and signature.

State Goal	1
District Goal	
Program Goal	5,6,7

Suggested Activities: Grade(s) 5-6

Title: Putting Together a Business Letter
Group Size: small groups (six each)
Materials: worksheet copies of six different letters, glue, scissors, notebook paper

Procedure(s):

- Teacher writes six different letters, each on a worksheet, and cuts them into separate letter parts.
- Give a group six headings, six greetings, six bodies and six closings, all different.
- Each member of a group glues a set of parts into the correct position and order for the letter on a worksheet of notebook paper. (Some of the letter parts will be interchangeable)
- Students may use a sample letter in a text for reference.
- Give students worksheet copies of the letters, so they can check their work.
- Give students having difficulty another set of letter parts to glue in order again.
- Repeat the procedure until students can do it correctly.

Title: Progressive Letter
Group Size: small groups (five students each)
Materials: notebook, paper, pencil

Procedure(s):

- The first person in the group writes his/her own address for the heading.

Suggested Monitoring Procedures

Possible Resources

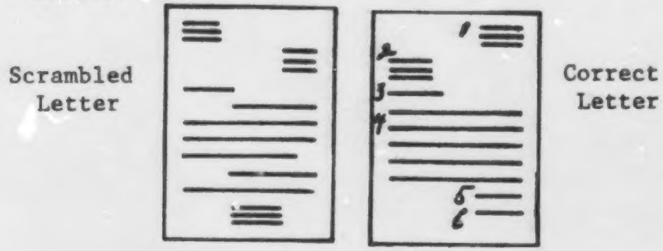
District Resources

- The second person, after correcting any errors in the heading, writes on the same page an interesting inside address he/she has made up.
- The third student, after correcting any errors in the inside address, writes a salutation on the same page.
- The fourth student, after correcting any errors in the salutation, writes an appropriate body on the same page.
- The fifth student, after correcting any errors in the body, writes a closing.
- The groups of five might compete to see who finishes first with no errors. Another competitive aspect would be to see which team writes the most imaginative or interesting business letter.

Extension:

Some additional ideas for letter writing activities:

- On a worksheet relocate components of a scrambled letter.



- List the six components of the letter.
- Write ten sets of headings and inside addresses (properly placed) using real addresses from the yellow pages of the telephone book.
- Find the zip codes of obscure towns, such as:
  - Rolling Forks, Mississippi
  - George, Washington
  - Kankakee, Illinois
  - Chillicothe, Missouri
- Design letterhead stationery for a private company of your choice or creation. Include all the elements of a heading, but in an attractive design anywhere near the top of the page. This will take the place of the heading.

The teacher should be on hand to see which letter is completed first, and to check for errors.

The team with errors works together to find and correct errors and remains in competition until a team finishes with no errors.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5 - 6

Student Learning Objective(s) A.The student is able to write a business letter containing a heading, inside address, greeting, body, closing, and signature. B. The student values letter writing as a means of communication. C. The student is able to write a business letter containing a heading,

Related Area(s) greeting, body, closing and signature.

State Goal	1
District Goal	
Program Goal	5,6,7

Suggested Activities: Grade(s) 5-6

Title: Label the Parts of A Business Letter

Group Size: entire class

Materials: textbook with a sample business letter, worksheet with a student written letter and a numbered list of parts in a business letter, pencil

Procedure(s):

- The teacher helps the class write a business letter on the chalkboard.
- Students could use sample in the text to help.
- Use the school address for a heading.
- The inside address could be to a foreign capital.
- The sentences for the body should be formulated by the students, asking for tourist information.
- The closing is chosen from the text.
- Signature could be of one student chosen to represent the class.
- Type the student composed letter on a worksheet with the names of the parts of a business letter listed and numbered out of order underneath.
- Students correctly number the part of the written letter from the list on the worksheet.

Suggested Monitoring Procedures

The teacher collects and corrects the worksheets.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 5 - 6

Student Learning Objective(s) A. The student knows the title and the name and address of the receiver is placed in the center and to the right on an envelope. B. The student is able to address an envelope using correct capitalization, punctuation and form.

State Goal	1
District Goal	
Program Goal	5,6,7

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Send a Letter to a V.I.P.
Group Size: entire class
Materials: two worksheets

Procedure(s):

- On the first worksheet have a diagram of an envelope which is correctly addressed, and a list of names and addresses of famous people.
- On the second, draw two blank envelope forms for the students to write in.
- Go over the proper way to address an envelope and explain how the V.I.P. addresses are to be used on the blank envelope forms on the second worksheet.
- Have students choose two addresses to write on the second sheet, paying special attention to form, proper capitalization and punctuation.

Variations:

- Give the students envelopes for practice.
- Give the student a receiver's name that is long, so the student can practice lining up addresses to avoid running off the edge of the envelope.

Suggested Monitoring Procedures

Indicate the number of errors on the student's practice envelope forms, but not necessarily what they are. Have students find and correct errors.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 5-6

Student Learning Objective(s) A. The student is able to address an envelope using correct capitalization, punctuation and form. B. The student is able to address an envelope using correct capitalization, punctuation, form and return address.

State Goal	1
District Goal	
Program Goal	5,6,7

Related Area(s) Social Studies, Business Education

Suggested Activities: Grade(s) 5-6

Title: A Secret Admirer
Group Size: individual, small group
Materials: sample address and address components on board or worksheet

Procedure(s):

- The teacher should provide a model of the desired form of addressing an envelope on the board.
- The student should describe the components of the correct address: addressee's name, street number, city, state and zip code.
- Based on the model on the chalkboard, each student should address an envelope to someone at his/her home. This should be rewritten until correct.
- The first two steps are repeated for writing a return address. The school address serves as the return address.
- The student affixes the stamp and inserts compliment of his/her choice, i.e., "You are a wonderful person...there is no one as thoughtful as you.", and signs him/herself, "Secret Admirer."
- The letter is sealed and submitted to class "post person" who checks the postage and takes all the letters to the school office to be mailed.
- The students know they have written the address correctly when the letter arrives at home.

Variation:

- On the chalkboard write ten addresses with the components scrambled. On a worksheet have students write the addresses correctly.
- On another worksheet write groups of three items: situations, addresses and return addresses.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Scramble the addresses of some of the groups.

Example: A farmer writes an equipment company for a price list.

Frank Bogwater
R.F.D. 1
Big Piney, Wyoming

101 Main Street
Seattle, Washington
Acme Tractors

. Have students unscramble the addresses, identify the addressee, the return address, and write the body by recopying correctly on paper.

District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Creative Writing

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. See Language Arts: Literature for definitions of plot, setting, etc.							
The student is able to:							
. draft ideas freely.	197	4-8					
. describe in writing a character using:							
. physical characteristics.	199	4-5					
. physical characteristics and actions.	203	6-7					
. physical characteristics, actions, thoughts and attitudes.		7-8					
. write using imaginative point of view.	205	4-8					
* . write a response to a literary selection.	211	4-8					
. write a vivid description.		7-8					
. write a story using dialogue.		7-8					
. write a description of an incident from first person and/or third person point of view.	213	6-8					
. write an original verse and/or poetry.	215	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to draft ideas freely.

State Goal	1,4,9
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: What Do You See?
Group Size: entire class
Materials: favorable weather, worksheet, a writing surface for each student

Procedure(s):

- Distribute worksheets to each student.
- Discuss titles of each column on the worksheet.
- Ask students if there are other possible things to observe besides nouns, actions, feelings, etc.

Worksheet		Draft Ideas Freely		Name
Nouns	Qualities	Actions	Descriptions of Actions	How It Makes Me Feel

- Allow students to discuss a few examples. Begin with a noun. For example, a tree.
- Discuss qualities of a tree.
  Example: tall, towering, spreading, oak.
- Discuss actions of the tree.
  Example: bends, shades, hides, reaches.
- Discuss describing actions of the tree. A tree bends gracefully.
- Ask, "If you saw a pine tree bending gracefully, how might it make you feel?" Dizzy? Peaceful?
- Tell the class to go to a location of their choice on the campus. They should begin listing nouns and fill in related columns with their observations. Tell them not to be concerned with grammar or spelling at this time. Allow them 10-15 minutes to do the exercise.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- When they return, allow willing students to share descriptions of observations. Do not press them or call on individuals.
- Hopefully, students will record deep personal feelings occasionally. These should be respected. Accept willing students' work only for reading aloud.
- Ask them to take five of their nouns and using their observations and drafted ideas, arrange all ideas into a sentence or two. Do this for all five nouns.

  Example: The bare tree stands solemnly, as if mourning the absence of spring. I bow my head in respect.
- As a follow-up activity, the students may think about situations or conflicts a noun of their choice may encounter.
- Perhaps they may wish to write about this or dramatize or represent artistically.

  Example: The bare tree entering spring. Describe blossoms --how the tree feels as it blooms, who it meets (bees, etc.).
- At completion of the exercise, collect all papers. Make positive notations that reinforce originally drafted ideas. Suggest methods for sharing their work if they desire to, i.e., role playing, bulletin boards, art work.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 5

Student Learning Objective(s) The student is able to describe in writing a character using: physical characteristics.

State Goal	1,4,9
District Goal	
Program Goal	2,6,10

Related Area(s)

Suggested Activities: Grade(s) 4-5

Title: Focus on Physical Characteristics

Group Size: entire class

Materials: pencils, paper

Procedure(s):

- Either draw a picture on the blackboard or use a transparency with a picture of a character. The character can be a well-known figure such as an athletic hero or television personality.
- Have students orally give as many physical characteristics of the picture as possible in a ten minute period.
- Teacher or student lists the characters on the chalkboard.
- Students write five sentences describing a separate characteristic in each sentence.
- Students then write a paragraph using three characteristics of the chosen personality.

Variations:

- Small groups discuss a character per group, then write individual descriptions.
- Students exchange writings and try to recognize the character described.
- Students make a five sentence description and other students will be asked to make a simple drawing of it.

Suggested Monitoring Procedures

Teacher reads paragraphs.

Possible Resources

Art Books:

Mukilteo School District Writing Continuum Handbook

District Resources

Suggested Activities: Grade(s) ______

Title: Can You Guess Who?
Group Size: entire class
Materials: paper, pencils

Procedure:

- Students select a well known character from real life or from a story they have read. Students do not reveal the identity of the character to anyone else in the class.
- Students then write a paragraph or short narrative describing the character.
- Students exchange papers with others in the class.
- Class members read clues aloud and try to guess the character being described.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to describe in writing a character using: physical characteristics. B. The student is able to write a vivid description.

State Goal 1,4,9

District Goal

Program Goal 2,6,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Name That Breed
Group Size: pairs, entire class
Materials: posters showing the different breeds of dogs in color, cats or horses, paper and pencil

Procedure(s):

- Place the poster of animals where all students can see it.
- Divide class into pairs.
- Have each student secretly select a name of a breed of animal and write it on a slip of paper along with his/her own name to be collected by the teacher.
- On a second piece of paper each student then writes a brief but complete description of his/her selected animal. Student's name should be written on the paper also. Give the students approximately fifteen minutes for this portion of the activity.
- Papers are then traded with a partner. Students have ten minutes to read papers, peruse poster and write down two choices of breeds (1st choice and 2nd choice) along with their own name.
- Papers are collected and read orally by the teacher letting class guess which breed is being described. Original writer must indicate whether partners first or second choice is correct.
- Discuss descriptions and problems. Was description accurate enough? Complete enough? Easy to understand? Students and teacher can suggest rephrasings.

Suggested Monitoring Procedures

Students descriptions can be graded according to accuracy of partner's guess.

Possible Resources

Posters may be obtained by writing Purina Pet Foods, at local pet shop, poster shop or by asking a vet.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6 - 7

Student Learning Objective(s) The student is able to describe in writing a character description using: physical characteristics and actions.

State Goal	1,4,9
District Goal	
Program Goal	2,6,10

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Describing Characters
Group Size: entire class
Materials: prepared transparency

Procedure(s):

- Show students a transparency depicting a simple series of actions performed by a person; chopping wood, dribbling, passing and shooting a basketball. This can also be on a worksheet or the blackboard.
- Have students list five or more physical characteristics or five actions.
- Students write ten sentences with each sentence using one of the physical characteristics and actions he/she previously listed.
- Remind students that adjectives and adverbs help make descriptions more vivid. Punctuation may be used as a method of showing action.
- Students write two paragraphs which include both the characteristics and the actions she/he noted in the ten sentences.

Suggested Monitoring Procedures

Check the ten sentences written by each student. See if they used one physical characteristic in each sentence.

Check student papers to see how closely the paragraphs relate to the ten sentences.

Possible Resources

Books:

Write Now, Ann Wescott Dodd
Learning Trends, a Division of Globe Book, New York, Chicago, Dallas, 1973, pages 33-47.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to write using imaginative point of view.

State Goal 1,4,8,9

District Goal

Program Goal 2,6,7.10

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Tracks
Group Size: small group, entire class
Materials: overhead projector, transparency (see illustration)

Procedure(s):

- Begin by informing the students that they will observe a series of scenes made up of tracks. They will be presented in the order they took place.
- Say: "Keeping your ideas to yourself, develop an imaginative point of view that describes the setting, characters and actions for each scene as it is presented."
- With a piece of paper covering the last two scenes, project the first scene on the screen.
- Say: "I want you to think of answers to some questions I will ask, but please do not voice them at this time."
- Ask: "What, or who made the tracks? Do you notice any evidence of actions other than walking?"
- Say: "On a sheet of notebook paper write about the scene using your imagination to describe the setting, characters and actions." (Allow five to ten minutes for them to write.)
- Say: "I will not show you the next scene. Carry on with your writing to describe the changes in setting, characters and/or actions that you imagine."
- Show both scenes one and two. Keep paper over last scene.

Suggested Monitoring Procedures

See that all students can view the screen easily.

Circulate around the room to see that all students understand what they are doing and are writing.

Oral presentations.

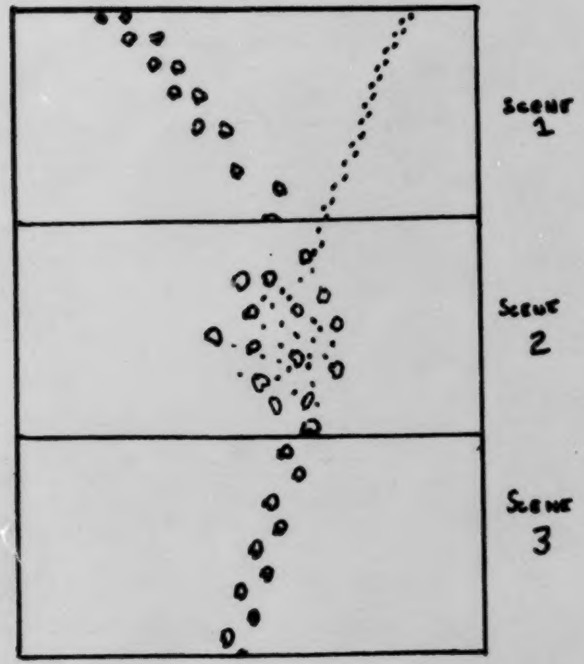
Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- . Allow time for writing.
- . Say: "Now draw your writing to a close by describing this last scene."
- . Show final scene.
- . Allow time for concluding their writings.
- . At the end of the period, allow willing students to share their writings.
- . Display finished works on a bulletin board.
- . Perhaps the background of the display could be a reproduction of the transparency.
- . Students may wish to illustrate their work.

Sample Transparency:



Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to write using an imaginative point of view.

State Goal 1,4,8,9

District Goal

Program Goal 2,4,6, 10

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: What Do You Think?
Group Size: entire class
Materials:

Procedure(s):

- Initiate expression of imaginative point of view by discussing an imaginative event or controversial issue.

  Examples of make believe situations:
  1. Apes become rulers of the world.
  2. It is discovered that one of the major continents disappeared last night.
  3. Miniature submarines become the major source of travel.
  4. Contemporary issues such as rules of conduct, dress codes, athletic activities, and school social events.
- Have students write an imaginary story about one of the topics.
- Have students share stories by reading them to the class.

Suggested Monitoring Procedures

Students giving their imaginative point of view are allowed uninterrupted time to do so.

Encourage the giving up of the more bizarre and emotive expressions along with the more mild or insipid.

Possible Resources

Magazines:

School Newspaper

Language Arts Curriculum, Bulletin LAC #4, Edmonds School District #15.

Current News Events, School Events, contemporary television.

Other: Drawing Conclusions, Richard A. Boning, D. E. Barnell Loft, Ltd., 1970.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A The student is able to write using imaginative point of view.

B. The student is able to write a vivid description.

State Goal	1,4,8,9
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: What Do You See ?
Group Size: entire class
Materials: paper, pencils

Procedure(s):

- Have the students describe through class discussion, the world through their own eyes. Note differences among individuals.
- Lead the students to discuss how their feelings would change if their situation was different. How would an astronaut describe the world? A hobo? A prisoner?
- Ask students to select an animal. Describe the world through the eyes of a ...(bird, mouse, lion, etc.).
- Suggest they think about how this animal meets its needs. Describe its habitat. How would it interpret actions and events around it? What obstacles must it overcome regularly?
- Ask students to write a paragraph or more titled "The World Through The Eyes Of A ..."

Variations:

- Describe the kind of car you would build for yourself if you had unlimited wealth.
- Describe a wild belorhum sazzle frass.
- Describe the average Martian.

Suggested Monitoring Procedures

Observe individuals as they respond. Accept all responses.

Look for those having difficulty getting started.

Possible Resources

Books:

"Greely Creative Writing List" Edmonds School District #15, Curriculum Bulletin LAC 4.

District Resources

Suggested Activities: Grade(s) 4-6

Title: Sense It
Group Size: entire class
Materials: paper, pencil, motivating kinds of objects for written descriptions

Procedure(s):

- List the five senses on the board and discuss how they are used.
- Use a picture or object to stimulate discussion about how senses are used to enjoy, appreciate, observe, etc., that picture or object.
- Now show a completely different picture or object.
- Without furtner discussion, have the students write about that picture or object, incorporating as many uses of the five senses as possible within the description.
- Have students share writings in pairs or small groups and/or hand work in to the teacher.
- Discuss how many uses of the senses were mentioned in each paper.

Suggested Monitoring Procedures

Teacher observes how many uses of the senses were incorporated in each writing.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to write a response to a literary selection.

State Goal	1,4,9
District Goal	
Program Goal	4, 10

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Fables
Group Size: small groups
Materials: pencils, paper

Procedure(s):

- Various fables are read orally by the students from books made available by the teacher, or students may be asked to give an oral fable extemporaneously.
- Students discuss morals as dramatized in fables and list several on the blackboard. They then write a short fable with a moral to it.
- Students are asked to respond to a list of proverbs by writing a fable that teaches one of the proverbs.
- Students are then asked to read their fables and classmates are invited to find the moral or proverb in them.

Suggested Monitoring Procedures

The teacher must make certain that the students are aware of the meaning of fables, morals, proverbs.

Teacher will note individual responses to assist students with selections.

Students will be encouraged to respond only after the selection is read.

Possible Resources

Books:

Aesop's Fables
Bible
The Koran
Writings of Confucius

The Arts and Skills of English, Holt, Rinehart, Winston, 1972, pages 168, 169, 180.

Writing Continuum Handbook Mukilteo School District, pages 7-34.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to write a description of an incident from first person and third person point of view.

State Goal 1,4,9

District Goal

Program Goal 2,6,7

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Create An Incident

Group Size: any grouping, but each student should have his /her own set of cards

Materials: a set of character cards, quality cards, situation or problem cards and place cards

Procedure(s):

- The student selects at random a card from each of the following groups: character, situation or problem, place and quality. In terms of time, random selection is preferable, any four cards will do.

  Example:

quality	character	problem	place
grumpy	king	had no money	in the village

- Tell the group to choose a point of view from which they will write.
- If they are to write in first person, they should assume the role of the character selected, possess the qualities and imagine facing the situation or problem selected.
- If they choose third person point of view, they should describe the incident from the position of an observer.

Suggested Monitoring Procedures

Be certain each student has a card from each category.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to write an original verse and/or poetry.

State Goal 1,4,9

District Goal

Program Goal 2,6,7

Related Area(s) Poetry-Literature

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Write A Poem Together

Group Size: entire class (preferably small)

Materials: poster, worksheet or transparency, with examples of several types of poetry. paper, pencil

Procedure(s):

- Introduce a certain type of poetry and discuss it thoroughly. Elements to be covered include: rhyme scheme, rhythm, meter, topic, mood, length, and arrangement. Discussion should vary depending on age level.
- Read several examples of the chosen type of poetry to the class (examples written by students are especially good--keep them from year to year).
- As a class, write an example of the type of poetry on the board. This is the crucial step and must be followed exactly if the student is to use it as a model for his/her individual attempt.

Example:

1. Write the rhyme scheme on the board ABAB (sonnet); AA,BB,CC (couplet).
2. Then write the meter: 10/8/10/8; 6/6,6/6,6/6.
3. Determine the appropriate line length. If a limerick is chosen, it must be five lines in length.
4. Determine arrangement: If a sonnet is selected, the arrangement will be 16 lines of four stanzas ABAB - 10/8/10/8, CDCD - 10/8/10/8, EFEF-10/8/10/8, GHGH - 10/8/10/8. If a limerick is selected, the arrangement will be AABBA - 8/8/6/6/8.

District Resources

Suggested Student Learning Activities

Title: Write An Original Poem
Group Size: entire class, individual
Materials: paper, pencils

Procedure(s):

- Have each student select the poetry form which they would like to write, i.e., Sonnet-"life," Limerick-"nonsense-funny," Free verse-"the wind."
- List words to be used on the board. List categories such as rhyming words, descriptive or mood words, color words, or nouns related to subject.
- Have the student organize topic according to poem arrangement, i.e.,

  Limerick
  Lines 1,2 and 5 rhyme.
  Lines 3 and 4 are shorter and rhyme with each other.
- Have the student work out the rhythm by syllables.
- Help students when necessary. Refer to words on board and all the listed criteria.

See Poetry section for additional activities and example of poetry forms.

Suggested Monitoring Procedures

Statewide Resources

District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to write an original verse and/or poetry.

State Goal	1,4,9
District Goal	
Program Goal	2,6,7

Related Area(s) Language Arts-Literature, Poetry

Suggested Activities: Grade(s) 4-6

Title: Writing Cinquain
Group Size: individual, entire class
Materials: paper, pencils, overhead projector

Procedure(s):

- Read several examples of cinquain poetry.
- Discuss how to write this form of poetry by going over the following format:
  1. Write a one word subject followed by a comma.
  2. On the next line, write two words describing the subject, separating them with a comma.
  3. On the next line, write three actions being performed by the subject, separated by commas.
  4. On the fourth line, write a short phrase showing how you feel about the subject, or an idea you have about it. Put a hyphen after it.
  5. On the last line, write the same word you used in the first line or a synonym for that word.
- Project these directions on an overhead projector, allowing students to write several cinquains.
- Perhaps they might illustrate their cinquains, or present originals orally.

Example:

Music,
Loud, steady,
Pulsating, moving, electrifying,
It carries me to unbelievable heights-
Rock and Roll.

Suggested Monitoring Procedures

Accept all responses.

Allow willing students to share their work orally.

Possible Resources

Teaching Poetry Today, Stephanie Gray, J. Weston Walch, 1976, page 116.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Language: Listening

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the various purposes for listening, i.e., information, enjoyment, necessity.	221	4-8					
. good listening habits, i.e., focusing attention on speaker, not talking to others, refraining from interrupting the speaker.	235	4-8					
The student is able to:							
. demonstrate courtesy in a listening situation.	223	4-8					
. listen and follow directions.	227	4-8					
. listen and identify the main idea from audiovisual presentations, class interactions and discussions.	229	4-8					
. listen and paraphrase what is said from audiovisual presentations, lectures and class discussion.	231	4-8					
. listen and recall details from audiovisual presentations, lectures and class interaction.	233	4-8					
. listen and ask pertinent questions about what is said or presented.	235	5-8					
. listen and summarize what is said or presented.	237	6-8					
The student values:							
. verbal communication with others as a means to refine, clarify, and evaluate one's perceptions and values.	243	4-8					
. the human ability to auditorily receive and evaluate information.		4-8					
. verbal communication as a means of becoming aware of another person's point of view.		4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student knows the various purposes for listening, i.e., information, enjoyment, necessity.

State Goal	1,6,7,9
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Why Should I Listen?
Group Size: entire class
Materials: tape recording of various sounds

Procedure(s):

- Elicit reasons for listening from students, and list on board (information, enjoyment, necessity, etc.).
- Play tape, one section at a time.
- After each section have students write which reason would be most important for listening to that sound.

Example:

1. Enjoyment - music
2. Necessity - "Look Out!"
3. Information - clock chiming

Suggested Monitoring Procedures

Discuss answers and reasoning for each one.

Discussions could be done in small groups or with whole class.

Ask "Did someone else's ideas and reasons cause you to want to change any of your answers?"

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to listen and follow directions.

State Goal	1,6,7
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: One Chance Art
Group Size: entire class
Materials: those materials necessary for the particular art project

Procedure(s):

- Teacher chooses an art project having directions that must be followed in order.
- Teacher tells the class that the directions will be given only once!
- The directions are given orally once.
- Art projects are attempted.
- Scores are given for the number of steps correctly followed.

Example: step one-- 1 point
step two-- 2 points, etc.

Example art project:
Materials: red, yellow, blue 9" x 12" paper; scissors, paste

1. Place the red paper horizontally on desk.
2. Cut the yellow paper in half lengthwise.
3. Paste one yellow half horizontally on the red paper with the edges closest to you together.
4. Cut the blue paper into fourths.
5. Paste one of the blue fourths onto the upper right hand corner of the red paper.

* This activity could be lengthened or shortened, depending on the ability of the students to remember oral directions.

Suggested Monitoring Procedures

Teacher examines projects to find out how many steps were correctly followed.

Teacher encourages discussion of why the project was or was not easy to complete.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Listen, Think, Act
Group Size: individual
Materials: direction cards, notebook for recording notations

Procedure(s):

- Teacher keeps a set of cards or a sheet of paper on which are listed several groups of three, four or five step directions.

  Example:

  1. Open the door.
  2. Twirl around four times.
  3. Give a ruler to Jim.
  4. Say the alphabet backwards.
  5. Cough.

- Ten minutes before the end of a period, recess, or lunch, give orally a set of directions to one student.
- Vary the number of directions and the complexity according to each individual ability.

  NOTE: From time to time, give directions that are not unusual things to do, so as to observe a student without him/her being aware of you observing.

Title: Tell An Experiment
Group Size: pairs. entire class
Materials: science experiment materials brought by students

Procedure(s):

- Instruct students to bring to class materials for a short science experiment.
- Students work in pairs with one giving the materials to the partner and instructing him/her as to how to do the experiment.
- Students evaluate each other as to the accuracy of the directions, proper following of directions.
- Variations: Pairs can work on experiment as a demonstration for the whole class, in which case the teacher watches and gives constructive criticism.
- Pairs can work at the same times, in which case teacher circulates around the room observing and answering questions.
- Students can write up evaluations of each other.

Suggested Monitoring Procedures

Do this often during the year so you may progress toward giving more complex directions, thereby sharpening your student's listening skills.

Make a note of those students who forget directions, and perform them out of order or incorrectly. Also note those who ask questions or need directions repeated.

Possible Resources

Kids' Stuff, Forte, Frank and MacKenzie, Incentive Publications, page 154.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to listen and follow directions.

State Goal	1,6,7
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Follow The Leader
Group Size: entire class
Materials: paper, pencils

Procedure(s):

- Students are instructed to follow the directions and not ask questions, talk out, etc.
- Students are given random oral instructions from the teacher to follow.
  Example: "Write your name in the middle of the paper, tear a little corner off the bottom right hand side, draw three boxes on the back, etc."
- Teacher enforces strict silence until he/she has finished giving all instructions.
- Variation: Let a student volunteer to give another set of directions.

Title: Simon Says
Group Size: entire class
Materials: none

Procedure(s):

- All students stand up.
- Students are instructed to follow the teacher's commands only if he/she prefaces them with the words "Simon Says".
- Any student who follows a command that Simon did not say is out and must sit down.
- Variation: Teacher gives a command but does not follow it.
  Example: "Simon Says touch your chin." Teacher touches cheek instead of chin. Students are to follow the verbal command, not visual action.

Suggested Monitoring Procedures

Collect and look at the papers.

Encourage discussion and sharing of student reactions during the directions.

Were the directions crazy? Did students really try to follow them? What were they thinking about between directions?

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

449

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to listen and identify the main idea from audiovisual presentations, class interactions, and discussions. B. The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions.

State Goal	1,10
District Goal	
Program Goal	1,3,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Tell Me The News
Group Size: pairs, entire class
Materials: old newspapers

Procedure(s):

- Each student is given a portion of a newspaper.
- Students are instructed to pick an article and read it over until they think they can read it smoothly aloud.
- Student reads article to partner.
- Partner uses his/her own words to write (or say) what he/she thinks the article says.

Variation:

- Partner can only use one sentence to relate the main idea of the whole article.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

453

454

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions.

State Goal	1,10
District Goal	
Program Goal	1,3,4!

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

District Resources

Title: In Other Words
Group Size: entire class
Materials: book of short stories

Procedure(s):

- Read a short story aloud.
- Have the students write the story in their own words as they remember it.

Variation:

- Have students write any familiar fairy tale in their own words.

Title: Paraphrasing Directions
Group Size: small group, entire class
Materials: none needed

Procedure(s):

- Students are asked to bring or write out directions for a hobby, i.e., model building, clothing, sewing, knitting, etc.
- A student is called upon to give verbal directions for his/her hobby.
- The student is stopped after one or two directions and class members are called upon to paraphrase the directions. Continue the procedure until all directions are given.

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions. B. The student is able to listen and recall details from audiovisual presentations, lectures and class interaction.

State Goal	1,6,7
District Goal	
Program Goal	1,3,4

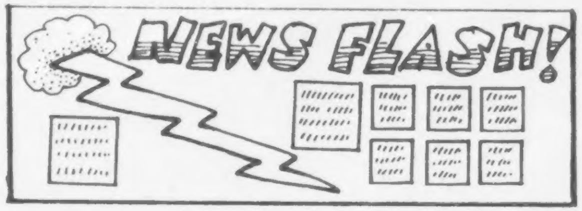
Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: What Was That Again?
Group Size: small group, entire class
Materials: tape recorder, news items, chalkboard

Procedure(s):

- Tape record a few short news stories that give the who, what, when, where, why and how.
- Play each story and ask the students to write a short paragraph recounting as much about the story as possible.
- On the board list "who, what, when, etc." for them to identify in the paragraphs.
- Allow a few minutes for each writing.
- Play recordings again.
- Finished work could be arranged in a display.



Example: FLASH! Twenty-two survivors of a plane crash were found alive and well in the Olympics last night. A pilot of a private plane spotted the wreckage while on a routine flight.

Suggested Monitoring Procedures

Allow students to check to see how complete the paraphrasings are as the recording is replayed.

Allow several willing students to share their paraphrasings with the class.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows good listening habits, i.e., focusing attention on the speaker, not talking to others, refraining from interrupting the speakers. B. The student is able to demonstrate courtesy in a listening situation. C. The student is able to listen and recall details from audiovisual presentations, lectures and class interaction. D. The student is able to listen and ask pertinent questions about what is said or presented.

State Goal	1,6,7
District Goal	
Program Goal	1,3,6,

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Twenty Questions
Group Size: small groups, entire class
Materials: none

Procedure(s):

- In this activity the leader (teacher) selects an object in the classroom. Students take turns asking questions that can be answered with a "yes" or "no" response. They must try to name the object within twenty questions. The leader may call on individuals in a random manner, or in smaller groups students may be called on in order.
- Students can ask if the object is mineral, vegetable, or animal, etc.
- The students are allowed only one question, unless a student receives a "yes" response, after which he/she may continue questioning.
- Students may only speak when called on.

Suggested Monitoring Procedures

Encourage students to listen to each question and answer so they can ask pertinent, related questions.

Discourage random guessing. If a student guesses, ask them why they made their guess. Ask, "What clues did you gather from earlier responses?"

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to listen and identify the main idea from audiovisual presentations, class interactions and discussions. B. The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions. C. The student is able to listen and recall details from audiovisual presentations, lectures and class interaction.

Related Area(s)

State Goal	1,6,7
District Goal	
Program Goal	1,3,7

Suggested Activities: Grade(s) 4-6

Title: Silent Movies
Group Size: entire class
Materials: short film, 16mm projector

Procedure(s):

- Show a 16mm film of approximately fifteen minutes or less. The subject area is not important as long as it is at an appropriate level.
- After showing the film, reshow it leaving off the sound and stopping it every sixty seconds or so.
- Have the students take turns narrating the sixty second segments.
- Turn off the projector after each segment to allow for discussion and additional comments by other students.

Variation:

- Reverse the above procedure. Show the film without sound so students can look for ideas they want to listen for as the film is repeated with sound.

Suggested Monitoring Procedures

Note: Those students having difficulty recalling details, those making additional comments, and those needing work on organizing thoughts into speech.

At higher grade levels, where note taking skills are more developed, the film could be stopped to allow students to recall details, make paraphrasings and summarizations in writing.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows the various purposes for listening i.e., information, enjoyment, necessity. B. The student is able to listen and summarize what is said or presented. C. The student values the human ability to auditorily receive and summarize information.

State Goal	1,9,10
District Goal	
Program Goal	3,6,10

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Sound Familiar?
Group Size: small group, entire class
Materials: overhead projector

Procedure(s):

- Make a list of familiar sounds on the overhead, i.e., car running, door slamming, tree falling, eagle shrieking. Allow students to add to list.
- Discuss which sounds would be familiar to all people. Which would be unfamiliar to some?
- Discuss what sounds might have been familiar to cave men but not to us. How might people interpret these sounds today?
- What sounds might have special importance to groups of people such as hunters and mechanics?

Title: Sound Imitations
Group Size: small group, entire class
Materials: taped animal sounds, sound effects recording, tape recorder

Procedure(s):

- Tape some sounds of animals such as a cat purring, a dog barking, etc. Inanimate objects may also be used, i.e., clock ticking, door slamming.
- Play each sound then have students imitate the sound. Tape the sound imitations. Allow them to listen to their imitations.
- Have them name the sounds or think of words that imitate the sounds. Then allow them to share,

Suggested Monitoring Procedures

Observe students and note which ones imitate sounds creatively.

Possible Resources

Any commercially produced recording of sound effects.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
discuss, and compare theirs to the original sound. Discuss similarities and differences. . Ask: "Do our imitations sound like the original sounds? Like each other? Why are there differences? Are we all hearing the sound alike? Why can't we imitate it exactly? Do our words fit the sound? How?"		
		District Resources

Suggested Objective Placement 6 - 8

Student Learning Objective(s) The student is able to listen and summarize what is said or presented.

State Goal	1,10
District Goal	
Program Goal	1,3,8

Related Area(s)

Suggested Activities: Grade(s) 6

Title: What's Going On?
Group Size: entire class
Materials: tape recorder, tape

Procedure(s):

- Teacher records activities in own home, yard, on way to school, etc. *
- Students listen to tape and tell or write what they think was happening during the recording.

Variations:

- Record in the school, on the playground, etc.

* Recording should probably have a minimum of spoken clues in it.

Title: Sequence and Summaries
Group Size: small groups, entire class
Materials: written selection, i.e., ballad, short story

Procedure(s):

- Read selection to students.
- After reading ask students to think about the important things they remember in the selection. Tell them to recall the sequence of important events.
- Then choose student to summarize the selection. Give the student a time limit such as a minute or thirty seconds to present the summary. Inform students about the time limit early in the lesson or while they are thinking about the summary. Do not wait until a student is to present summary before informing him/her of the time limit. (The amount of time given to the summary presentation will be influenced by the length of selection read.

Suggested Monitoring Procedures

Lead discussion or read papers.

Possible Resources

District Resources

Suggested Activities: Grade(s) 4-6

Title: Sound Classifying
Group Size: small group, entire class
Materials: sound effects tape (see "Sound Imitations"), labels for sounds (see below)

Procedure(s):

- Make a tape of various sounds.
- Play the tape and have students group the sounds according to characteristics.
- Labels may be supplied or they may form their own group labels (screechy sounds, rubbing sounds, etc.).
- To facilitate grouping, each sound can be given a number on the tape so that the students only have to list the number under the desired label.
- Allow for a discussion period.
- Discuss why people feel or interpret sounds differently.

Suggested Monitoring Procedures

Class discussion.

Possible Resources

District Resources

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Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student values verbal communication with others as a means to refine, clarify and evaluate one's perceptions and values.

State Goal	1,6,7
District Goal	
Program Goal	1,3,8

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title:	Picture Clues
Group Size:	entire class
Materials:	sets of pictures of different kinds of the same things

Procedure(s):

- Teacher displays pictures with each one numbered.
- Students write the numbers of the pictures on their papers.
- Teacher gives clues as to the particular picture he/she is thinking about.
- Students cross out numbers on their papers that do not fit the clues, until someone is sure which picture the teacher is describing.

Title:	What Kind?
Group Size:	entire class
Materials:	lists of nouns

Procedure(s):

- Teacher gives students a word that could bring to mind many different varieties or kinds of the same thing. (Example: house.)
- Students are asked to think about what they picture in their minds upon hearing that word. Teacher can ask leading questions to firm up a mental picture for students. Example: What material is it made of? Where is it? How big is it? etc.
- Students are asked to listen and share what they mentally pictured. Students are asked to listen to the difference between what they pictured and what others "saw" mentally.

Suggested Monitoring Procedures

Observations of how creative students are in their mental images.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

482

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SUBJECT: **Language Arts**

SPECIFIC AREA: **Speaking**

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
• the basic courtesies of speaking.	247	4-8					
• the use of language adapted to different audiences (both formal and informal).		4-8					
• ideas, attitudes and feelings are also conveyed in nonverbal ways, i.e., facial expressions, gestures.	259	5-7					
• a speech topic should be of interest to both the speaker and the audience.	261	5-7					
• the various purposes of speaking are to inform, entertain and persuade.	255	4-7					
• techniques of good speaking include maintaining eye contact, clear enunciation, appropriate expression, appropriate gestures, volume, rate and tone.	263	4-8					
The student is able to:							
• converse informally with peers, younger children and adults, while observing basic courtesies.	247	4-8					
• retell a story based on what he/she has seen, thought, heard or read.	249	4-6					
• ask questions to clarify meaning or get information.	251	4-8					
• present an oral report individually or as a member of a panel.		4-8					
• give oral directions in logical and/or sequential order.	249	4-8					
• contribute to group discussions in order to provide relevant ideas extend ideas, air opinions, solve problems.	253	4-6					
• evaluate evidence, draw conclusions and qualify ideas, opinions and conclusions.		7-8					
• deliver a prepared speech for a specific purpose, i.e., persuade, entertain, inform.	255	6-8					
• conduct an interview.	257	6-8					
• give an impromptu speech.		7-8					
• to evaluate his/her effectiveness as a speaker.		7-8					
• take issue with a speaker discussant without insulting the character of the other person.		7-8					
The student values:							
• and respects the thoughts and opinions of others expressed through speech.		4-8					
• speaking effectively before a group.		4-8					
• using the techniques of good speaking (see knowledge).		4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the basic courtesies of speaking. B. The student is able to converse informally with peers, younger children and adults while observing basic courtesies.

State Goal	1,6
District Goal	
Program Goal	1,8

Related Area(s) Drama, Listening

Suggested Activities: Grade(s) 4-6

Title: Marathon Talk
Group Size: small groups
Materials: general topics and/or characters

Procedure(s):

- In front of class, teacher gives small group a motivating subject (what) and characterization (who) so students can establish conversation. Teacher instructs students on the following:
    1. They are to speak continuously on a general topic for one minute.
    2. They are not to listen to anyone else in the room.
    3. They are not to react to anyone in the group, but may use gestures.
    4. They are to talk only on that subject.
    5. Teacher may want to have group in a circle, some standing, backs turned, or sitting, etc..
- Class discussion following timed talk should involve feelings about listening, posture of others, emotions, clarity, etc.

Title:
Group Size: individual, small group (3)
Materials: guests

Procedure(s):

- People of various ages and status ratings (ASB president, local postmaster, employer, etc.) or whatever, as long as there is variety, are invited to classroom.
- Class is informed that they 1) should have some activity to explain to the guest, 2) are to interview

Suggested Monitoring Procedures

Teacher observes and makes comments on certain people or groups involving emotional level, vocal variety, continuity, etc.

Teacher may want to prepare an evaluation or question sheet for each group or person to fill out after their conversation.

Possible Resources

District Resources

Suggested Activities: Grade(s) ________

the guest to get opinion on something, or 3) are to express an opinion. The groups exchange guests in hopes they will discover language differences (formal-informal).

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to retell a story based on what he/she has seen, thought, heard or read. B. The student is able to give oral directions in logical and/or sequential order.

State Goal	1,6,9
District Goal	
Program Goal	1,8

Related Area(s) Written Expression

Suggested Activities: Grade(s) 4-6

SEE Paragraph Writing--organize and write details.
Activity: Peanut Butter and Jelly

SEE Paragraph Writing--write a vivid description.
Activity: Draw It With Words

SEE Creative Writing--description of an incident (first, third person)

Title: Sound Story
Group Size: individual, entire class
Materials: record of sounds of a happening, record or tape player, paper, pencil

Procedure(s):

- Play record or tape and have students jot down notes about sounds.
- About five minutes after playing either individually or in pairs, have students develop ideas into a story. Have students tell their story based on the sounds.
- Students should discuss what the sounds meant to them, and the meaning they gave to the sequence of sounds. Students working in pairs will need to come to a consensus about the meaning of the sounds in order to develop a story.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities. Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to ask questions to clarify meaning or get information.

State Goal	1,7
District Goal	
Program Goal	1,3,8

Related Area(s) Make inferences (reading)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: What Happened
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Send three to five students out of the room. Then list 10 students' names on the board under the heading , "You You You".
- Have the listed students sit on the floor with legs crossed and heads down. List half the remaining students under the title "One Hour".
- Have remaining students (those not on either list) stand against a wall with their arms folded and heads down.
- Call in the students that were sent out. These students are allowed to ask five questions, each asking question one before anyone asks question two, etc., so they may adjust their questions according to the other questions and answers.
- After all have asked their five questions, then each tells what he/she thinks happened in the room while they were gone.
- Hopefully, they will determine that the teacher gave directions, and those who refused to either sit on the floor or stand against the wall will be staying after one hour. Also only those listed under You-You-You could sit on the floor, etc.

District Resources

494

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to contribute to group discussion in order to provide relevant ideas, extend ideas, air opinions, solve problems.

State Goal	1,5,6
District Goal	
Program Goal	1,3,6

Related Area(s) Draw conclusions, drama

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources

Title: Talk It Over
Group Size: small groups
Materials: a problem that will create discussion

Procedure(s):

- Teacher provides the small groups with a situation (problem oriented-open ended) with which they can identify.
- Students read the situation, discuss characters, problems, resolutions, and finally come up with an idea on how to solve the problem.

Example:

A situation, dialogue, or story given to the group about a girl who is constantly criticizing someone else. What should her friends do?

District Resources

498

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Suggested Activities Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

500

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Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows the various purposes of speaking are to inform, entertain and persuade. B. The student is able to deliver a prepared speech for a specific purpose, i.e., persuade, entertain, inform.

State Goal	1,7,9
District Goal	
Program Goal	6,7,8

Related Area(s)

Suggested Activities: Grade(s) 6

Title: "Sell" - "Don't Sell"
Group Size: entire class
Materials: each student is given a 3" x 5" card on which is written a description of a product plus one of the following words: "Sell", "Don't Sell"

Procedure(s):

- Allow students 15 - 25 minutes to outline and write a speech about a given product to convince the audience either to buy or not buy their product.
- After each person gives his/her speech, have the class vote on whether or not they would buy the product. If the class is sophisticated enough, they may do the opposite of what they are sure the speaker wants, and this can be used positively to talk about overkill and subtlety.

Suggested Monitoring Procedures

Did the speaker accomplish objective?

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to conduct an interview.

State Goal	1,7
District Goal	
Program Goal	1,3,8

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Twenty Questions

Group Size: pairs, entire class

Materials: 3"x5" cards with the name of a famous person (or well known to the students), and some very specific facts about that person

Procedure(s):

- One student draws and reads card to him/herself. Then either the rest of the class take turns or one person asks twenty questions - yes or no type, while one student writes the questions and answers on the board.
- After class has discovered who the individual is, go over the questions and determine what other information is needed about the individual to make him/her more interesting. Talk about why, how, who and what questions. Then let each student ask a "W" question.
- Compile and compare the "Yes-No" interview with the "W" interview. Which is better? Why? Could they be combined? How? Is anything missing?

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the basic courtesies of speaking. B. The student knows ideas, attitudes, and feelings are also conveyed in nonverbal ways, i.e., facial expressions, gestures.

State Goal	1,6
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
Title: Nonverbalizing **Group Size:** individual **Materials:** slips of paper containing words that are indicative of gestures **Procedure(s):** . Student discusses with class the meaning of gestures conveyed by expressions of eye, mouth, hands, and other body parts. . Student chooses slip of paper containing word or direction. Student must use gesture, no vocalization, to indicate direction. Example: "Come here" Student may move head or finger, eyes, whatever. . Students may want to elaborate by doing something different from first person, by combining gestures, or by showing emotion.		
		District Resources

510

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 5-7

Student Learning Objective(s) The student knows a speech topic should be of interest to both the speaker and the audience.

State Goal	1,6,7
District Goal	
Program Goal	1,7

Related Area(s) Math

Suggested Activities: Grade(s) 5-6

Title: The Right Choice
Group Size: entire class
Materials: worksheet list of speech topics on everything (at least 25, preferably 50), paper, pencil

Procedure(s):

- Pass out worksheet and instruct students to select a topic for their speech (no talking) and write it on a sheet of paper along with their name. Collect the papers.
- Then as a class, prioritize the list.
- Compare individual choices for a speech topic (collect sheets) with class choices. Discuss how difficult it would be to get class to listen to some of the topics.
- Repeat activity with a new list where they take into account their interest and the class's.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the basic courtesies of speaking. B. The student knows the techniques of good speaking include maintaining eye contact, clear enunciation, appropriate expression, appropriate gestures, volume, rate and tone.

State Goal	1,6
District Goal	
Program Goal	6,8

Related Area(s) Drama, Listening

Suggested Activities: Grade(s) 4-6

Title: Say It!
Group Size: individuals, small groups, entire class
Materials: slips of paper with single words written on them, plus a stage direction, i.e., "oh"-surprised "oh" -revolted.

Procedure(s):

- Each student takes a slip of paper and says the single word according to the directions.
- The class guesses what emotion the student portrayed.
- If class does not guess correctly, speaker may have to do word over, working for specific goal (emotion).
- This activity can also be done with clichés so student has more to say with more variety.

Example(s):

Well, and how are you?
Get out of here!
I can't believe you're really going.

- These can be read on first impulse level and then on another, after trying to stay away from the first.

Title: Spit It Out!
Group Size: pairs
Materials: small clean pebbles (6-8 per student), one stick of gum per student, reading material that gives tricky and complicated directions for four activities that can be done in the classroom

513

Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Procedure(s):

- Divide class into pairs. One partner places pebbles in mouth and reads direction while other tries to perform activity. Reader cannot repeat or remove pebbles. Then other partner does same, only with gum, and vice-versa using another activity.
- Discuss with students how they felt when listening to the speaker who had something in their mouth while talking. Ask students if it was easy to understand the speaker. Ask if they think it is polite to speak to others when something is in their mouths.

Variation:

- Speaker puts nothing in mouth, but reads his/her own prepared speech on how to accomplish an activity and class, or a selected person, does the activity.

Title:	What Did I Say?
Group Size:	pairs, small group
Materials:	list of troublesome words, i.e. whether-weather, ate-hate, what-wat, madder-matter, win-when, affect-effect, wear-where, further-farther, then-than

Procedure(s):

- Student reading holds list of words and hides mouth with another sheet of paper so class cannot see lip movement (or student could turn around).
- Student says word and class, group or individual must respond as to which word was said.
- Emphasize the need to enunciate clearly, etc. when incorrect answers are given.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Drama

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the various techniques of dramatic interpretation, i.e., improvisation, role playing, pantomime, puppetry.	267	4-8					
. drama is a form of creative expression and movement often used to entertain.	267	4-8					
The student is able to:							
. use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, pantomime.	267	4-8					
The student values:							
. drama as a form of self expression.		4-8					
. drama and enjoys observing and/or participating in dramatic presentations.	267	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the various techniques of dramatic interpretation, i.e., improvisation, role playing, pantomime, puppetry. B. The student is able to use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, pantomime. C. The student values drama and enjoys observing and/or participating in dramatic presentations.

Related Area(s)

State Goal	1,9
District Goal	
Program Goal	1,8,9,10

Suggested Activities: Grade(s) 4-6

Title: Mirror Exercise
Group Size: pairs
Materials: open area

Procedure(s):

- Pairs of students face each other. One student is the initiator, the other the follower. Initiator begins slow, smooth movements and the follower imitates the initiator. Teacher may side coach, i.e., "Slow and smooth, like looking in a mirror. Keep a focal point and don't watch the part being moved." Then roles are reversed.
- After students adjust to first exercise, teacher can suggest they pick some simple activity to mirror, i.e., brushing teeth, eating, putting on make-up.

Suggested Monitoring Procedures

This can be used as a warm-up exercise to break the ice.

Possible Resources

Spotlight on Drama In the Classroom, publication available from the Office of Superintendent of Public Instruction, Olympia, Washington.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources

District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows drama is a form of creative expression and movement often used to entertain. B. The student is able to use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, pantomime.

State Goal	1,9
District Goal	
Program Goal	1,8,9, 10

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Stick Game
Group Size: entire class
Materials: a smooth wooden stick approximately 1" in diameter and 10" long (long doweling is good)

Procedure(s):

- Students sit in a circle on the floor with their legs crossed.
- The teacher takes the stick and demonstrates several improvisations; using the stick as a comb, a shoehorn, a whip, etc.
- Then teacher instructs the students to use the stick in any improvisation that has not already been done. They must begin their action immediately upon receiving the stick, and continue until someone calls out the object they are portraying.
- If they fail to begin immediately, or use an activity that has already been done, they are out of the circle.
- Continue around the circle until there is only one person left--the winner.

Title: Machines I
Group Size: individuals
Materials: open area

Procedure(s):

- Teacher informs students that there are many machines in our world and that the class will create some.

Suggested Monitoring Procedures

Possible Resources

Spotlight on Drama in the Classroom K-6, publication available from the Office of Superintendent of Public Instruction, Olympia, Washington

District Resources

Suggested Activities: Grade(s) ______

- The student begins a movement and noise. He/she may begin by holding out arms and moving them horizontally to side and back in front again, making a clap. When arms are moved to the side, student makes vocal noise (rippett). Thus the first movement has been started. A second individual joins the first and must add to the machine physically and vocally, making both a different movement and noise than the first student. This continues until there are several parts to the machine.

  Note:

  The teacher may want to "break the ice" by demonstrating a movement (and sound) and assigning a student to perform the movement and sound as their part of the machine. The teacher would then demonstrate another movement (and sound) and assign a student to perform the movement and sound. Teacher initiation and assigning of parts would continue until the machine has become quite complex.

  Also, the teacher may want to serve as a coach, saying "slow down, slower, almost stopped; machine dies; machine fast, faster, faster!" Teacher (or student) monitors the movements in this way.

Suggested Monitoring Procedures

Possible Resources

Improvisation, Viola Spolin

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, pantomime.

State Goal 1,6,7
District Goal
Program Goal 1,3,8,10

Related Area(s) Listening

Suggested Activities: Grade(s) 4-6

Title: Tug of War
Group Size: small group
Materials: open area

Procedure(s):

- Teacher selects several students to represent two teams in a "tug-of-war". The teams should be somewhat equal in physical size at first.
- Students pick up imaginary rope and pull. They will, hopefully, mirror person in front of them and not stretch the rope as if it is made of rubber. Left team gets the advantage.
- Teacher may wish to have students create a scene around this, i.e., two people walk into a area, see rope and give challenge to one another, other people passing join in the activity.

Variation:

- Other simple games can be used also where the coach varies instructions.

Example(s):

- Students pantomime throwing a beach ball to partners across the room. The coach yells after a few throws, "Now the ball weighs five more pounds, now ten, now 1/2 its size, baseball size, it still weighs 15 pounds."
- Business man at home puts clothes in suitcase, carries it to airport and leaves it in a phone booth. A robber takes it to a garage and empties it. An old woman finds the suitcase, etc..

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Suggested Monitoring Procedures

Teacher may wish to side coach by giving directions to a certain team.

Possible Resources

Spotlight on Drama in the Classroom K-6, publication available from the Office of Superintendent of Public Instruction, Olympia, Washington

District Resources

534

Suggested Activities: Grade(s) ______

Title: You're On
Group Size: entire class
Materials: large empty playing area

Procedure(s):

- Teacher instructs class that the playing area is an ocean beach. Outline where the sand and water meet. (Absolutely no talking)
- Then select one student and tell him/her to move into the area and begin any beach activity, i.e., swimming sunning, shell hunting.
- The rest of the class watches and as they feel, enter as group and play volley ball, or non-verbally communicate to others there and start a frisbee game, etc..
- When entire class or at least the bulk of it is engaged in the beach scene, the teacher/director yells "Thunderstorm" or "Fire on your left", or "Tidal Wave", and characters must react.

Variation:

- Scene can be a basketball game with the class as audience, or other similar activities.

Suggested Monitoring Procedures

Possible Resources

District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Literature: Prose - Types of Literature

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. the broad scope of literature includes fairy tales, folk tales, fables, myths, legends, biographies, autobiographies, poetry, short stories, plays and novels.*	275-	4-8					
*NOTE: See Small Schools, K-3, Literature for definition of fairy tales, folk tales and fables.							
. fiction is a created story which can depict either reality or fantasy.	279	4					
. nonfiction relates factual situations and information.	281	4-7					
. a legend is a story or collection of stories handed down through oral tradition and is popularly regarded as history.	283	4-6					
. an autobiography is the history of an individual written by himself/herself.	285	4-8					
. that biography is the history of an individual's life written by another.	287	4-8					
. that an adventure story can be either real or imaginary, and it describes adventurous experiences in the life or lives of the main character.	289	4-8					
. a myth is a story created by ancient cultures to explain the nature of man and the universe.	291	5-8					
The student is able to:							
. distinguish between real and imaginary elements in a fictional story.	279	4					
. distinguish between fiction and nonfiction in literature.	281	4-7					
The student values:							
. enjoyment obtained through literature.	277	4-8					
. the understanding of self and others gained through identification with the problems and emotions of characters.	285	6-8					
. literature as a means of obtaining information and awareness of cultural attitudes and customs.	275	6-8					
. his/her own response to literature.		4-8					
. the response of others to literature.		4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the broad scope of literature includes fairy tales, fables, myths, legends, biographies, autobiographies, poetry, short stories, plays and novels.

B. The student values literature as a means of obtaining information and awareness of cultural attitudes and customs.

Related Area(s)

State Goal	4,6 9,10
District Goal	
Program Goal	6,9

Suggested Activities: Grade(s) 4-5

Folk Tale: A story made up by persons in a culture from their experiences.

Title: Original Folk Tales
Group Size: small group, entire class
Materials: tagboard, paper, pencils

Procedure(s):

- Prepare tagboard cards listing parts of titles of familiar folk tales the students have head.
- Students complete the title and write or tell a new folk tale.

Example:

Pecos ________________
Rides again.

Old Paul The
Mighty ____________.

Title: Picture Show
Group Size: small group, entire class
Materials: a folk tale, tape recorder, long piece of plastic, felt-tipped colored pens, overhead projector

Procedure(s):

- Make a picture show of one of the favorite folk tales. Have the children draw pictures on plastic with colored felt pens for use on the overhead projector. Have several children tape the story using different voices for each character. Present the "show" to the class.

Suggested Monitoring Procedures

Possible Resources

Tall Tale:
1. Paul Bunyan Swings His Axe
2. Mike Fink
3. Davy Crockett
4. Pecos Bill
5. Tall Timber Tales

District Resources

Suggested Activities: Grade(s) ______

Title: Classifying and Demonstrating Types of Literature

Group Size: eight groups (biographies and autobiographies in one group; folk tales and fairy tales in other)

Materials: library books, worksheet of definitions of types of literature

Procedure(s):

- Students study definitions of types of literature.
- Each group is given one type of literature to find examples of.
- Students spend class period in library finding examples of types of literature.
- Each group prepares a list of books for its classification.
- Each group reads one selection from its classification to class.

Title: Fables and Morals

Group Size: entire class (3-5 students to read)

Materials: selection of fables, paper, pencil

Procedure(s):

- Have students read fables to class and find the main statement.

  Variation: Have students read fables to the class but leave out the moral at the end. Class members are to infer the moral theme from the actions, character, and setting, and write their own moral for the story.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the broad scope of literature includes fairy tales, folk tales, fables, myths, legends, biographies, autobiographies, poetry, short stories, plays and novels. B. The student values enjoyment obtained through literature.

State Goal	9,10
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Tall Tale: A tall tale is a kind of folk tale that builds upon the exploits of a hero through exaggeration of size, endurance, action, speech and importance.

Title: Tall Tale
Group Size: small group, entire class
Materials: tall tales

Procedure(s):

- Read a tall tale to the class, i.e., *Paul Bunyan*, *The Fast Sooner Hound*, *Pecos Bill*, *John Henry*.
- Brainstorm with the class the exceptional or exaggerated characteristics of the main characters.
- Have the students draw a picture of the main character and put a caption under picture indicating something they enjoyed in the story.

Title: Brainstorming
Group Size: small group, entire class
Materials:

Procedure(s):

- Review the main elements of a tall tale with the class. Brainstorm human characteristics that could be exaggerated, i.e., size, endurance, action, speech, importance.
- Have the class also brainstorm possible main characters. Help the students write their own individual tall tale.

Suggested Monitoring Procedures

Possible Resources

Tall Tale:

1. Paul Bunyan
   Ol' Paul The Mighty Logger
   Paul Bunyan Swings His Axe
2. *Mike Fink*
3. *Davy Crockett*
4. *Tony Beaver*
5. *John Henry*
6. *Captain Stormalong*
7. *Pecos Bill*
8. *Bowleg Bill*
9. *Tall Timber Tales*
10. *The Fast Sooner Hound*
11. *Heroes of American Folklore*
12. Credle Ellis, "*Tall Tales from the High Hills*"
13. *Tall Tale America: A Legendary Hero or Our Humorous Hero*

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

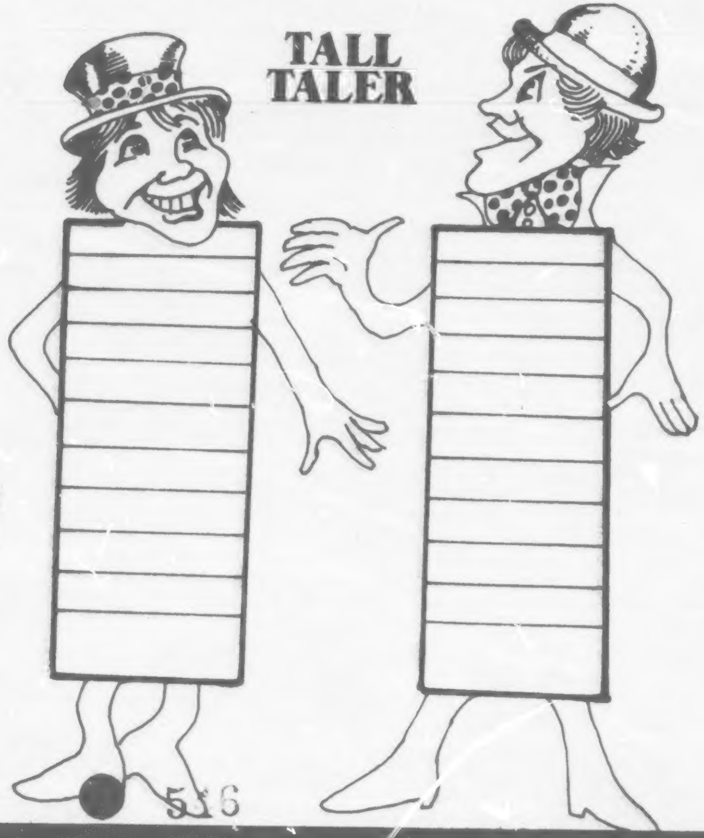
Title: Tall - Taller
Group Size: entire class
Materials: tagboard, felt pens, paper, pencil

Procedure(s):

- Provide tagboard cards with titles of main characters. Have students select a card and write a tall tale around that main character, or tell a tall tale to the class.

Variation:

- Provide long strips of paper, i.e., adding machine tape, on which students will write original tall tales. Display on bulletin board as Tall Taler.



District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows fiction is a created story which can depict either reality or fantasy. B. The student is able to distinguish between real and imaginary elements in a fictional story.

State Goal 9

District Goal

Program Goal 4,6

Related Area(s) Social Studies

Suggested Activities: Grade(s) 4	Suggested Monitoring Procedures	Possible Resources
Title: Really? **Group Size:** entire class **Materials:** book of short fictional stories **Procedure(s):** . Teacher reads a short fictional story aloud. . Teacher elicits discussion of the events in the story, and encourages students to state whether they really could have happened. . Students list events from the story in two columns, one for real events and one for imaginary events.		
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-7

Student Learning Objective(s) A. The student knows that nonfiction relates factual situations and information. B. The student is able to distinguish between fiction and nonfiction in literature.

State Goal	1, 9
District Goal	
Program Goal	3, 4

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Comparing Situations and Information from *Alice In Wonderland*, and a story of *Helen Keller*

Group Size: entire class

Materials: worksheet of excerpts from each story with space for comments on differences

Procedure(s):

- Have students list excerpts from the two stories.
- Then have these labeled by title and categorized as fiction and nonfiction.
- Have students list ways the stories are similar and the ways they are different.

Title: Fiction or Non?

Group Size: entire class

Materials: several fiction-nonfiction books about same thing (see example)

Procedure(s):

- Teacher reads to students sections from a fiction book and from a nonfiction book, explaining why one is fiction (which may reflect reality) and the other is nonfiction.
- Teacher then gives students worksheet or questions them orally after a selection is read as to whether it is fiction or nonfiction.

Example:

Teacher reads sections from the following books: *Johnathan Livingston Seagull* and *Coastal Birds*. (Teacher may want students to write situations from their own lives and tell how the situation represents either fiction or nonfiction.)

Suggested Monitoring Procedures

Discuss fiction and nonfiction.

Prepare worksheet of excerpts from *Alice in Wonderland* and *Helen Keller*.

Possible Resources

Any biography and fiction tale.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) The student knows a legend is a story or collection of stories handed down through oral tradition and is popularly regarded as history.

State Goal	6,9
District Goal	
Program Goal	6,4

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Legends
Group Size: entire class
Materials: worksheet of folk song- "Gypsy Rover," "Gypsy Davy"; guitar, autoharp

Procedure(s):

- Sing original version of song to class as they follow along their worksheet (they may sing along if they wish, especially on the chorus). Original "Gypsy Rover" - European.
- Discuss the character of the Gypsy Rover and what kind of person he was. What did he do?
- Sing the American version of the song, and have the class follow along on their worsheet, singing along if they choose. (American version - Gypsy Davy.")
- Discuss the character of Gypsy Davy.
- Compare to the similarities and discuss how the song has kept most of the story.
- Have the students select and read a legend.
- Have them write a song of the legend they've read. Six and seven of the above could be done as a class or as an individual project.
- Could be done with American historical figures; Jesse James, Pecos Bill, Daniel Boone.

Variation:

- Teacher could read and sing other songs and poems and have class decide whether each one is legend or not.

Suggested Monitoring Procedures

Possible Resources

Legends:

The Legend of Sleepy Hollow
Longfellow

District Resources

Suggested Activities: Grade(s) ______

Title: Putting a Legend in Words
Group Size: entire class
Materials: film

Procedure(s):

- Prior to this activity, discuss how people handed down stories orally rather than written; i.e., many people didn't read or write, and telling a story through a song made people remember and pass it down through generations.
- Show students the film "Father Ocean."
- Following the film have students write a story as if it were a paragraph in a history book.

Suggested Monitoring Procedures

Have students read aloud for discussion and criticism.

Possible Resources

Father Ocean - A Legend of the Quinault Indians

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows an autobiography is the history of an individual written by himself/herself. B. The student values the understanding of self and others gained through identification with the problems and emotions of characters.

State Goal	4,6
District Goal	
Program Goal	,4,6,8

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Could It Happen Now?
Group Size: entire class
Materials: an autobiography

Procedure(s):

- Read an autobiography to class. At the end of each chapter discuss what has happened to the main character.
- Have each student keep a list of what might have happened to that person if he had lived at the present time.
- After having read the entire autobiography to the class, have the students write a paragraph explaining which time (the actual time of the story or the present time) would have made the main character's life better.
- Lead discussions of cultural changes from the actual time of the story to the present.

Suggested Monitoring Procedures

Possible Resources

Books:

Choose any interesting autobiography; sports figures, scientists, public officials, persons who have overcome great obstacles.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that biography is the history of an individual's life written by another. B. The student values the understanding of self and others gained through identification with the problems and emotions of characters.

State Goal 1,4,6, 9,10

District Goal

Program Goal 2,4,5, 10

Related Area(s)

Suggested Activities: Grade(s) 4-6

Biographies: A written history of a person's life written by another.

Title: Biographies
Group Size:
Materials:

Procedure(s):
- Read biographies to the students. Then divide class into three groups. Have each group do activities to illustrate stages in the life of the main character.
- One group will make dioramas, charts, poems, pictures, murals, etc., to illustrate life as a young boy/girl.
- Second group will use some of the activities to illustrate life as a young man/woman.
- The third group will illustrate the life as an old man/woman.
- When all activities are finished, have each group share their activities with the class.
  Variation: Students will make dioramas illustrating one of their favorite parts of the story.

Title: Riddles
Group Size: entire class
Materials: paper, pencils

Procedure(s):
- Have students write riddles describing characteristics of their hero and tell them to the class. See if the students can guess who the character is.

Suggested Monitoring Procedures

Possible Resources

Biographies:
1. *Ben Franklin*, Ingrie
2. *Squanto, Friend of White Men*, Clyde Bulla
3. *Benjamin West and His Cat Grinalkin*, Marguerite Henry
4. *Mozart, The Wonder Boy*, Opal Wheeler and Sybil Deucher
5. *J. F. Kennedy*
6. *Martin Luther King*
7. *Marie Antoinette*
8. *Invincible Louisa*
9. *Harriet Tubman*
10. *Clara Barton*

District Resources

Suggested Activities: Grade(s) 4-6

Title: Biographies
Group Sizes: entire class
Materials: paper, pencil, biographical example to read

Procedure(s):

- After reading or hearing biographical selections the student will:
  Define biography
  Write a biography of a family member, including date and place of birth, parents and family members, childhood, education, marriage, adult life, career, etc.
- Have student also include why he/she chose to write about a particular family member.

Suggested Monitoring Procedures

Possible Resources

11. The Babe Ruth Story, Bob Considine.
12. Amelia Earhart, Kansas Girl J. M. Howe
13. Crispus Attucks, Johanna Johnston
14. The First Woman Doctor, Rachel Baker
15. She Wanted to Read, Ella Kaiser Carruth

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that an adventure story can be either real or imaginary, and it describes adventurous experiences in the life or lives of the main character.

B. The student values enjoyment obtained through literature.

State Goal	4,6, 9,10
District Goal	
Program Goal	4,5,6

Related Area(s) ______

Suggested Activities: Grade(s) 4-6

Adventure Stories: Either a true or imaginary story describing adventurous experiences in the life or lives of the main characters.

Title:
Group Size:
Materials: adventure books

Procedure(s):

- Have students select and read adventure stories, such as, Old Yeller, Little House on the Prairie.
- Have students draw illustrations in a booklet each day related to the part of the story they read that day. At the end of the book the students will have a series of illustrations about the book.
- Have students write one or more sentences to go with each picture.

Title: Mural
Group Size: entire class
Materials: butcher paper

Procedure(s):

- Take a large piece of butcher paper and divide it into sections (the same number as the chapters in the book selected). Each day have different students draw a section of the mural illustrative of a certain chapter of the book they are reading or one the teacher is reading to the class.

Suggested Monitoring Procedures

Possible Resources

Adventure Stories:

1. My Side of the Mountain
2. Little House on the Prairie
3. Old Yeller
4. Rascal
5. Island of the Blue Dolphin
6. Box Car Children
7. Henry Huggins
8. Beezus and Ramona
9. Charlotte's Web
10. Strawberry Girl

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-8

Student Learning Objective(s) The student knows a myth is a story created by ancient culture to explain the nature of man and the universe.

State Goal	6, 9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Pretend You Don't Know

Group Size: groups of five or six, entire class

Materials: myths (to read and discuss) worksheet with list of ideas

Procedure(s):

- Listen to myths (Greek and Roman, etc.)
- Individuals make up myths (or group of five or six students work together).
- Students use these ideas for inspiration to write their own myths (worksheet list).

1. Pretend you don't know what causes thunder. Make up a story about a person or an animal that might be responsible. What emotion might be behind this loud noise: anger, happiness, jealousy, fear, suspicion, love?
2. Pretend you don't know why the sun appears in the east and disappears in the west. Make up a story about a person or an animal that might be responsible for making this happen. Make up a story about a machine, (i.e., catapult, a sling-shot, a yo-yo) that makes the sun rise and set.

Suggested Monitoring Procedures

Read to class a variety of myths about the sun, thunder, rain, etc.

If spark of inspiration is lacking, have entire class contribute ideas for a myth the teacher writes on chalkboard.

Possible Resources

Greek and Roman myths.

American Indian myths, etc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

5?4

575

SUBJECT: Language Arts

SPECIFIC AREA: Literature: Prose - Elements of Literature

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the elements of a story include plot, character and setting.	295-	4-8					
. the plot of a story presents a problem or conflict that is usually resolved.	297	4-8					
. the climax is the point of highest interest or turning point of the story.	303	4-8					
. resolution of the story is the point where the conflict 's resolved.	303	4-8					
. the sequence of incidents of a plot may be interrupted by flashbacks, subplots, prologues, parallel episodes and similar devices.		7-8					
. introduction establishes feeling (mood) and gives setting.		7-8					
. character creation gives history and realism to characters.		7-8					
. most literature is written from the point of view of first person (I), or third person (he, she, they).		7-8					
. theme is the author's central thought in a selection which may involve several ideas.		7-8					
. mood refers to the atmosphere of the selection and is described in terms of human emotions and works with other elements to give shape to a whole pattern.		7-8					
The student is able to:							
. identify the main characters in a selection.	299	4-6					
. determine what a character is like by drawing inferences from the various ways in which an author may reveal character, i.e., by what the character says, by what the author tells the reader, by the character's appearance or speech patterns, by what others say about the character, by how others interact with the character	301	4-8					
. state the conflict or problem in a story or play.	297	4-8					
. identify the climax or turning point of the story.		7-8					
. explain how the problem (conflict) in a short story or play is resolved.		7-8					
. identify the point of view in a story, i.e., first person narrator, third person omniscient author.		7-8					
. identify specific words or phrases which suggest a mood.		7-8					
. identify the general atmosphere or mood produced by the setting.		7-8					
. identify any obvious symbolism.		8					
The student values:							
. enjoyment obtained through literature, the understanding of self and others gained through identification with the problems and emotions of characters.	305	4-8					
. his/her own response to literature.	305	4-8					
. the response of others to literature.	305	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student knows the elements of a story include plot, character and setting.

State Goal	9
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Match Settings With Stories
Group Size: entire class
Materials: worksheet with settings and corresponding titles listed, in mixed order

Procedure(s):

. Use settings from stories you know students have read for worksheet. Students match titles and settings by placing letter in blank.

Example:

Settings	**Stories**
a tall tower with a window at the top, but no door or stairs to reach the top. It's in the forest (B)	A. Jack and the Beanstalk
a small farm with a plant that has grown above the clouds where a large castle is located. (A)	B. Rapunzel
a cave with many winding tunnels and walls marked with candle smoke. (C)	C. Tom Sawyer

Variation:

Let students make up their own settings for other students to figure out.

Suggested Monitoring Procedures

Discuss settings

Possible Resources

Books:

Use familiar stories, fairy tales, etc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

581

582

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The students knows the elements of a story include plot, character, and setting. B. The student knows the plot of a story presents a problem or conflict that is usually resolved. C. The students is able to state the conflict or problem in a story or play.

State Goal	9
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Using What, Who and Where to Study Plot, Character and Setting

Group Size: entire class

Materials: copies of Tom Sawyer (optional) paper, pencil

Procedure(s):

- From Tom Sawyer, read the class the chapter on whitewashing the fence.
- Have students briefly write what happened.
- Have students write who the characters are.
- Have students briefly write where the story takes place.
- Have two or three volunteers read what they have written aloud.
- Students try to match plot, character, and setting to what, who and where.
  1. Plot:
     Ask why Tom had a problem, who caused the problem, and how the problem was solved.
  2. Character:
     Ask what might have been the result if Huck Finn had been the character who had to whitewash the fence.
  3. Setting:
     Ask - instead of the yard around a house in a small southern town in 1840, could the story take place in your town today?

Suggested Monitoring Procedures

Read chapters to students. Help them by discussion to see the relationship between the 3W's and plot, character and setting.

Possible Resources

Chapters from Tom Sawyer have their own plot, character and setting, aside from the story, and have high interest.

Blueberries for Sale

Cinderella

Little Red Riding Hood

District Resources

583

584

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Identify the Conflict
Group Size: entire class
Materials: chart with pictures

Procedure(s):

- Display a wall chart that shows people in various conflicts.
- Pick a certain picture and ask students to elaborate on what might have led up to the moment of conflict.
- Select certain pictures and assign a group of students to act out an event which leads up to the picture.
- Have students decide from pictures on chart what type of conflict is in the picture.

Variation:

- Divide class into groups and give each group a card. Have the students role play the conflict on the card and have the rest of the class guess the type of conflict.

Title: Problems, Problems
Group Size: entire class
Materials: short stories

Procedure(s):

- Teacher reads the story aloud up to the climax or resolution of the problem.
- Students are given a short time to write the problem presented in the story in their own words.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) The student is able to identify the main characters in a selection.

State Goal	1
District Goal	
Program Goal	4, 8

Related Area(s) Reading, Drama

Suggested Activities: Grade(s) 4-6

Title: Pantomime a Main Character
Group Size: entire class
Materials: district reading text

Procedure(s):

- After several stories have been read in the reading text, have each student choose a main character and decide how he/she could pantomime something that character does.
- Student writes the name of the main character they will pantomime on a slip of paper.
- Before the student does his/her pantomime, he/she gives the slip of paper to the teacher.
- The student then acts out the part of the main character. When another student guesses the character being depicted, that student gets the next turn.

Suggested Monitoring Procedures

Teacher monitors choices to make sure students have picked main characters.

Teacher notes reactions to pantomimes to decide if students recognize the main characters.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

589

590

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the elements of a story include plot, character and setting. B. The student is able to identify the main characters in a selection. C. The student is able to determine what a character is like by drawing inferences from the various ways in which an author may reveal character, ie.e, by what character says, by what the author tells the reader, by the character's appearance or speech patterns, by what others say about the character, by how others interact with the character.

Related Area(s)

State Goal	6, 4
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 4-6

Title: Plot, People, Place - Primarily People

Group Size: divide class into three groups

Materials: copies of Tom Sawyer, if possible

Procedure(s):

- Discuss the use of plot, characters and setting with students.
- Assign a story element to each of three groups.
- Read "The Cat and the Pain Killer" from Tom Sawyer.
- Have each group meet to discuss and agree upon a description of their story element. A spokesman from each group reads his/her group's description aloud.

Variation(s):

- Discuss ways an author may let reader know what a character is like.
- Listen to the chapter again. Have students list clues to the character.
- Discuss ideas in groups.
- Students do another Tom Sawyer chapter on their own or use a book or story they might prefer.

591

Suggested Monitoring Procedures

Assign each group a story element to be responsible for.

Discuss elements of a story. Ask each group to take notes as a chapter of "The Cat and the Painkiller" is read to them.

Discuss ways an author lets the reader know what a character is like.

Possible Resources

Tom Sawyer - almost every chapter can be used as a separate story. Plot, character and setting are visible and entertaining.

District Resources

592

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

593

594

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the climax is the point of highest interest or turning point of the story. B. The student knows the resolution of the story is the point where conflict is resolved.

State Goal	1.9
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 4- 6

Title:	Using Fairy Tales to Identify Climax, Conflicts and the Solution to Conflicts
Group Size:	entire class
Materials:	books of fairy tales from the library and home, worksheet list of fairy tales

Procedure(s):

- Teacher and class discuss climax, conflict, and resolution of a fairy tale such as Cinderella.
- Then have students choose from a list of fairy tales three that they would like to do on their own.
- Students then identify the climax, conflict, and resolution of each of the fairy tales they have selected.
- Have students read their papers in class. Discuss and compare.
- When students write book reports, be sure they identify climax, conflict and resolution in the story.

Suggested Monitoring Procedures

Supply library books of fairy tales for classroom use.

Supply a worksheet list of fairy tales most usable for this exercise. Worksheet should include explanation of climax, conflict, and resolution.

Possible Resources

Use short, simple familiar stories. Fairy tales.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student values enjoyment obtained through literature, the understanding of self and others gained through identification with the problems and emotions of characters. B. The student values his/her own response to literature. C. The student values the response of others to literature.

State Goal	9
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Which Book Did You Like?
Group Size: entire class
Materials: tagboard, pen

Procedure(s):

- Post a chart on bulletin board with four categories: Book Name, Reader, other Readers and Responses. (see example).
- Monitor the responses of students to see which books are successful.
- Have a class discussion to determine why students enjoyed certain books more than others.

Example:

(or, THIS BOOK MADE ME LAUGH OUT LOUD)
(or, THIS BOOK MADE ME CRY A WHOLE BOX OF KLEENEX)
(or, THIS BOOK SCARED THE PUDDING OUT OF ME)
(or, THIS BOOK IS BETTER THAN FICTION)

MY FAVORITE BOOK

Book Name	Name of Reader	Name of Other Readers	Remarks

Suggested Monitoring Procedures

Possible Resources

District Resources

600

HOW YOU CAN SHARE BOOKS WITH EACH OTHER*

1. Make a poster to advertise the book. Use paint, crayons, chalk, construction paper, ink, cut-out pictures, real materials, etc. Try something three dimensional or movable on the paper.
2. Construct a miniature stage setting for part of a story. Use a box for the stage, use pipe cleaner forms, dolls, cut-outs, etc.
3. Write an advertisement for the book - or a dust-jacket blurb.
4. Prepare a monologue from the story. Present it to the class, telling them what character from the book you are representing.
5. Write a book review for our room newspaper.
6. Create a series of original illustrations for the story, showing one of the episodes, and using any medium desired.
7. Give a dramatization with others who are reading the same book. Plan one or two scenes, a few props; plan the action and rehearse; but make up speeches as you go along, don't write script unless you decide to do a finished, much-rehearsed production.
8. To tell about a how-to-do-it book, give a demonstration based on some part of the book.
9. Make a movie of your book by drawing a series of pictures on a long sheet of paper, the ends being fastened to a roller, which is turned to move the pictures into view. Can use a box of suitable size for the stage.
10. Pantomime a section of your book. See if class members can guess what book you have read.
11. Write a different ending for the story you read. Or write a short sequel.
12. Write a letter to a friend to recommend your book.
13. Give a summary of the story. Arrange the events in sequence, showing how story progresses.
14. Plan a puppet show to illustrate a story or part of a book. The puppets can be wooden, papier mache, string manipulated, or paperbag puppets, hand or finger puppets, cardboard, commercial ones, etc.
15. Make a picto-map of the book. Note that this is especially useful for picturesque tales, i.e., Wind in the Willows, House at Pooh Corner, The Hobbit, Adam of the Road. But don't copy a picto-map from a story--no value in this.
16. Prepare and read orally a few selected passages from the book. Your purpose here is to interest others and to interpret the passages.
17. Write a set of questions on your book - to be used by others when they are deciding whether to read the book and, after reading, when they are evaluating their understanding of the book.
18. Find out about the author. Present a brief biography of him/her with sketches of his/her books. Tell why he might he/she might have written such a book as the one you have read.
19. Give a chalk-talk, done on a chalkboard or on paper, employing sketching or cartooning as you tell the class about the book.
20. Do a radio or TV show, using the theme of your book.

HOW TO SHARE BOOKS OF POETRY

1. Choral reading.
2. Writing a composite poem after reading a book of verse.
3. Dramatize the poetry.
4. Collect pictures to illustrate verses selected from poetry books.
5. Accompany poetry with various rhythmic activities.
6. Set a verse to music.
7. Arrange a poetry parade in costume.
8. Add original stanzas to a poem.

* These suggestions for sharing books were contributed by Dr. Sam Sebesta, Department of Curriculum & Instruction, University of Washington.

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: LITERATURE: Poetry

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. poetry has a variety of forms, such as: limerick, cinquain, haiku, free verse, diamante,	309	4-6					
tonka, lyric, ballad, sonnet.		6-8					
. stanza refers to the formal divisions in the organization of a poem.		4-8					
. personification is a form of comparison in which something that is not a person is spoken of as if it were.	315	4-6					
. onomatopoeia is the imitation of the natural sound associated with the object or action involved (rumbled, buzzed, clanked).	317	6-8					
. alliteration is the likeness of sounds at the beginning of words.	319	5-8					
. that symbolism is the use of an object or action (the symbol) to stand for something else.	321	6-8					
. a simile is a figure of speech that compares one thing to another using like or as (a heart as big as a whale).	323	6-8					
. metaphor is a figure of speech in which a comparison is implied.		7-8					
The student is able to:							
. identify a variety of forms in poetry.	309	4-8					
. identify rhyme scheme in a variety of poetic forms: couplet, triplet, quatrain, lyric and ballad.		4-8					
. identify symbolism as found in poetry.	321	6-8					
. identify comparisons involving like or as (simile).	323	7-8					
. identify words and phrases that appeal to the senses (imagery).		4-8					
. identify direct comparisons (metaphor).		7-8					
. interpret the author's tone and theme.		7-8					
. identify the meter of a poem.		7-8					
. identify irony in poetry.		7-8					
The student values:							
. the variety of unique ways in which language is used in poetry.	309	4-8					
. enjoyment obtained through poetry.	315	4-8					
. his/her own response to poetry.	317	4-8					
. the response of others to poetry.		4-8					
. poetry as a natural expression.		4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 603	ENVIRONMENTAL EDUCATION	OTHER ______________ 604

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows poetry has a variety of forms, such as: limerick, cinquain, haiku, free verse, diamante. B. The student is able to identify a variety of forms of poetry. C. The student values the variety of unique ways in which language is used in poetry.

Related Area(s)

State Goal	4,6,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 4-6

Title: Poetry Forms
Group Size: entire class
Materials: written poetry selections from poetry or literature books, tape recorder

Procedure(s):

- Use a worksheet or a transparency of the following poetry forms:

COUPLET: A two line verse where each two lines rhyme.

Example:

I like the cake that is brown with spice.
It looks so good and smells so nice.

QUATRAIN: A four line poetry form where the second and fourth lines rhyme and/or the first and third lines rhyme.

Example:

Will it rain
Or will it not rain?
Look again;
You've got a quatrain.

You don't have to rhyme
Every line's last word.
You can leave out the first
And also the third.

TRIPLET: A three line poem.

Variations: Lines one and three, or lines one and two and three may rhyme.

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Suggested Monitoring Procedures

Possible Resources

Books

- Small Schools Language Arts Curriculum, K-3. Available from the Office of Superintendent of Public Instruction, Olympia, Wa.
- Curriculum Guide; Language Arts Activities. Shoreline School District.
- Poetry written by Dr. Jack Kittell - Univ. of Wash.

District Resources

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Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Example(s):

Daffodils for sale
Down on the corner
In a plastic pail.

Daffodils for sale
Hanging on a rail
In a plastic pail.

LIMERICK: A special type of humorous poem containing five lines rhyming in a pattern: a,a,b,b,a. The third and fourth lines in a limerick are shorter than the first, second and fifth lines. The last line in a limerick is the punch line.

Example:

Let the limerick form be rejoiced
In the New Yorkish accents well voiced:
"The thoid line is short,
And so is the fourt'
While the fit' and second go foist."

- Selections of poetry forms will be played for the class. Discussion of sound should relate to a particular style.
- Have students read individual selections of each poetry form. Following the reading, ask students to identify each style. Then ask students to write examples of the types of poetry. It is suggested that this be done in a spirit of fun and enjoyment and that the poems not be graded.

Title:	Haiku
Group Size:	entire class
Materials:	transparencies of various haiku with pictures showing what the haiku is about also drawn on them. A large picture of a nature scene.

Procedure(s):

- Discuss haiku. A Japanese form of poetry very pop-

District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows poetry has a variety of forms, such as: limerick, cinquain, haiku, free verse, diamante. B. The student is able to identify a variety of forms of poetry. C. The student values the variety of unique ways in which language is used in poetry.

Related Area(s)

State Goal	4,6,9
District Goal	
Program Goal	4,6

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources

ular in this country that has very precise formal requirements. The haiku is always seventeen syllables in length, divided over three lines as follows:

1st line: five syllables;
2nd line: seven syllables;
3rd line: five syllables.

- Discuss the content of haiku: It is almost always about nature, and focuses on the small rather than the large object. The images generally imply a season of the year. The poem is usually written in the present tense.
- Discuss that haiku often seems deceptively simple at first, but is usually symbolic in meaning, or give a philosophic view of life.

Example:

Since my house burned down
I now own a better view
of the rising moon. BASHO

- Note that in the translations, the syllables may not always be correct. Show transparencies and discuss them.

Title: Writing Haiku
Group Size: entire class
Materials: pictures of scenes in nature, paper, pencil

Procedure(s):

- Writing a haiku can be done first as a whole class exercise and then as an individual writing activity. Show the class a picture. The scene in the picture should be a natural one; if possible, a season of

District Resources

Suggested Activities: Grade(s) ______

the year should be indicated by some of the details in the scene.

- Before writing, have the students look closely at the details in the picture and then begin describing the scene in the correct number of syllables for haiku. These can be written and revised on the board.
- Writing of individual haiku can be done the same way.

Title: Pictured Haiku
Group Size: entire class
Materials: poetry books, drawing paper, crayons, etc.

Procedure(s):

- Read the students a haiku you have chosen that has particularly vivid images.
- Give the students drawing paper and pencils or crayons. Have them draw the image that they see from the words you give.
- Have students share their illustrations with the class, relating the illustration to the haiku.

Title: Haiku and Free Verse
Group Size: entire class
Materials: written poetry selections from poetry or literature books, tape recorder

Procedure(s):

- Play recorded examples of selections of the above types of poetry for the class. Focus discussion on sounds in relation to style.
- Have student read individual selections of each type of poetry. Then have students identify each style, such as Haiku: three lines about something in nature with a descriptive or comparative contrast often humorous. Free Verse: Is written for the appreciation of the thought with rhyming omitted and rhythm only noted as it is shown in expression.

Suggested Monitoring Procedures

Post pictures of Haikus on bulletin board.

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows poetry has a variety of forms, such as: limerick, cinquain, haiku, free verse, diamante. B. The student is able to identify a variety of forms of poetry. C. The student values enjoyment obtained through poetry.

State Goal	4,6,9
District Goal	
Program Goal	4,6,9

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources

Title: Diamante (dee-ah-mon-tay)
Group Size: entire class
Materials: pencils, worksheets

Procedure(s):

- Give students worksheets numbered and lined in the following manner.

  1. _______
  3. _______ _______
  5. _______ _______ _______
  4. _______ _______
  2. _______

- Instruct the students to write the following types of words on each line in numerical order.
  - Line one is a noun.
  - Line two is a noun related to number one in some-way, i.e., opposites, different forms of the same thing, etc.
  - Line three consists of two words that describe line one.
  - Line four consists of two words that describe line two.
  - All of the words in line five end in either -ing or -ed. The first two words relate to line one, and the last two words relate to line two.

  Example:

  Fog,
  Damp, gray,
  Lifting, swirling, dripping, falling,
  Cold, wet
  Rain.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Cinquain
Group Size: entire class
Materials: poetry books, paper, pencils

Procedure(s):

CINQUAIN: a five line poem in a syllabic form rather than a rhyming form.

line 1 - 2 syllables that state the title
line 2 - 4 syllables that describe the title
line 3 - 6 syllables that express action
line 4 - 8 syllables that express a feeling
line 5 - 2 syllables that are another name for the title.

Example:

Kittens
Love to chase mice
Like to bother goldfish
Curious about everything
Felines

- As a class write several examples of poetry in cinquain form.
- Have individual students write poems in this form.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement ________

Student Learning Objective(s) A. The student knows a stanza refers to the formal divisions in the organization of a poem. B. The student values poetry as a natural expression.

State Goal	☐
District Goal	☐
Program Goal	☐

Related Area(s) ________

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

Title: Stanza
Group Size: entire class
Materials: none

Procedure(s):

- Put three forms of poetry on the chalkboard or on the overhead projector. The first poem is contained in one paragraph, the second poem has two basic stanzas, and the third has four stanzas each containing four lines. Each poem talks about the same thing and has the same rhyme scheme.
- **Discussion:**
- How are these poems different?
- Ultimately the only real difference is the stanza form.
- Definition of stanza or verse is a paragraph in poetry.

Example(s):

Daffodils for sale
Down on the corner
In a plastic pail.

Daffodils for sale
Hanging on a rail
In a plastic pail

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that personification is a form of comparison in which something that is not a person is spoken of as if it were. B. The student values enjoyment obtained through poetry.

State Goal 1,9
District Goal
Program Goal 4,7,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Personification
Group Size: entire class
Materials: literature and poetry books that contain appropriate selections that use personification

Procedure(s):

- Write or project on a transparency the definition of Personification: The giving of human attributes to an animal, object or idea. Such as: The wind spoke softly.
- Place some inanimate objects on a desk and invite the students to give them human characteristics.
- Encourage the students to give examples from television advertising of personification such as "bold taste", "take charge car" or "determined wear."
- Have students discuss use of personification in daily conversation and list some examples on the chalkboard, "my car gulps gas," "my plants are screaming for water."
- Give students poems to read silently and have them put examples of personification in writing. Distribute several different poems to provide variety of appeal for different students.

Suggested Monitoring Procedures

Possible Resources

Books:

Teaching Poetry
by Stephanie Gray
J. Weston Walch
pages 47-48

Poetry unit established by
Jack Kittell, Univ. of Wash.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that onomatopoeia is the imitation of natural sound associated with the object or action involved (rumbled, buzzed, clanked). B. The student values his/her own response to poetry.

State Goal 1

District Goal

Program Goal 4,6,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Onomatopoeia
Group Size: entire class
Materials: paper and pencils

Procedure(s):

- Give the class a brief definition of Onomatopoeia: The use of words which imitate the sound they stand for (i.e., buzz, moo, hiss). Notice that when these words are said, they actually make the sound the words describe.
- Have students read certain poems and make a list of words that imitate the sounds they describe. When finished, students may share list with class.

Example(s):

thud
drip
ding-dong
hum
buzz
plop
ring
hiccup
swish
peep
chirp
whirr
ping
cheep
gurgle
putt

Books:

Literary Terms and Definitions
Edmonds School Dist. #15
Educational Service Center

Anchor
A Handbook of Classroom Ideas
To Motivate the Teaching of
Intermediate Language Arts
Mary E. Platts
Educational Services Inc.
P.O. Box 219
Stevensville, Michigan 49127

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
627		628

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 5-8

Student Learning Objective(s) A. The students knows that alliteration is the likeness of sounds at the beginning of words. B. The student values the variety of unique ways in which language is used in poetry.

State Goal	1,4,9
District Goal	
Program Goal	4,6,7

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Alliteration
Group Size: entire class
Materials: worksheet with examples of alliteration

Procedure(s):

- Provide students with a definition of alliteration: The repetition of the same initial sound in words which are close together. The tongue twister, "Peter Piper picked a peck of pickled peppers," is an extreme example of this kind of poetry. There are many more sophisticated examples of alliteration.

Example:
"The lost lover, holding limp lilacs, longed for his love."

- Have students write alliterative phrases related to each of the following words. Use descriptive and original phrases. Lake, spring, car, party, music, rat, trip, classroom, breeze, foam.
- The stress should be on fun and enjoyment rather than on perfection.

629

Suggested Monitoring Procedures

Possible Resources

Books:

Write Now! Insights Into Creative Writing
Ann Wescott Dodd
Learning Trends, a division of Globe Book Co.

Teaching Poetry Today
Stephanie Gray
J. Weston Walch

District Resources

630

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows that symbolism is the use of an object or action (the symbol) to stand for something else. B. The student is able to identify symbolism as found in poetry. C. The student values his/her own response to poetry.

State Goal	1,8
District Goal	
Program Goal	3,4,10

Related Area(s)

Suggested Activities: Grade(s) 6

Title: Picture It
Group Size: individual
Materials: tagboard, assorted colors of felt, walnut shells, rubber cement, marking pens, etc.

Procedure(s):

- Have students select a favorite poem or write a poem for the project.
- Have students illustrate each line of the poem.
- The illustrations should explain the line they go with.
- Post the illustrations on the bulletin board.
- Point out that the illustrations are symbols of the lines written in the poem.

Suggested Monitoring Procedures

Students exhibit the pictures. Ideally, a person should be able to "read" the poem by looking at the illustrations.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 6-8

State Goal	1,9
District Goal	
Program Goal	3,4,6

Student Learning Objective(s) The student knows a simile is a figure of speech that compares one thing to another using like or as (a heart as big as a whale). B. The student is able to identify comparisons involving like or as (simile). C. The student values the variety of unique ways in which language is used in poetry.

Related Area(s)

Suggested Activities: Grade(s) 6

Title: What Does Loneliness Smell Like?
Group Size: entire class and individual
Materials: work sheet containing Ray Bradbury's description of what Time smells, looks, and sounds like to him from the Martian Chronicles

Procedure(s):

- Read the Ray Bradbury selection aloud to the class before giving the writing assignment. Discuss the appropriateness of the comparisons Bradbury draws.
- Write a list of a number of abstract words on the chalkboard--joy, loneliness, war, winter, summer, love, poverty, death, chaos, home, happiness, patriotism, etc..
- Students select one of them and write about what it smells like, sounds like, and looks like. If they want to they can arrange the words into poetry form, but it is not necessary to understand what the definition of simile is.

Example:

What does patriotism look like? Patriotism looks like flags flapping in the breeze, martial music, and military men on parade. And what does patriotism smell like? Patriotism smells like firecrackers going off on the fourth of July, and fried chicken on picnics. It smells like hot dogs at football games. Patriotism sounds like the "Star Spangled Banner" at a pep assembly, and hundreds of voices pledging allegiance. It sounds like the President's voice on television talking to millions. Patriotism sounds like a bugler playing taps during a ceremony honoring those who died in battle.

Suggested Monitoring Procedures

Read students papers aloud without giving the name of the student.

Possible Resources

Martian Chronicles, Ray Bradbury

District Resources

Suggested Activities: Grade(s) _______

Title: Simile
Group Size: entire class
Materials: literature and poetry books

Procedure(s):

- Put the following definition on the board: A simile is a figure of speech that compares one thing to another, using "like" or "as," such as, "a heart as big as a whale." Invite students to give some examples of similes orally.
- Show transparencies of similes taken from poems. Encourage students to try to use these similes in description.
- Read or have some of the students read poetry selections. Teacher and students should note the similes as the poetry is read aloud.
- Use a worksheet or transparency of poems and have students pick out similes by writing them under the name of each selection.

Suggested Monitoring Procedures

Note the students who grasp the idea quickly, and those who have difficulty. Pair the students to give help to those having difficulty.

Possible Resources

Books:

Teaching Poetry Today
Stephanie Gray, J. Weston Walch

The Young American Reading Program
Level 1-B Teacher's Edition
Lyonors Carnahan pages 49-52

District Resources